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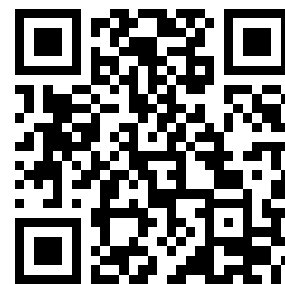
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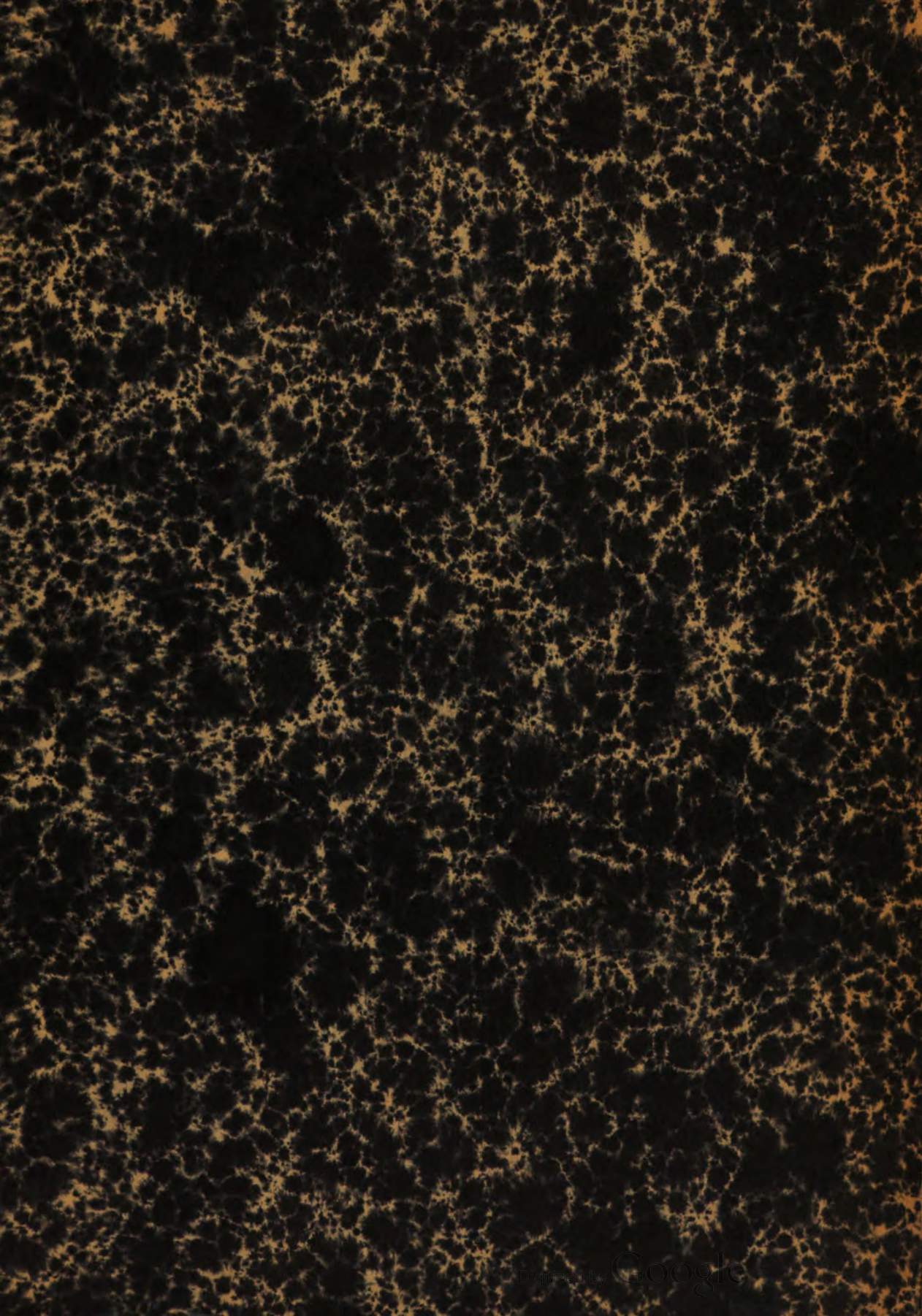
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# THE EDUCATIONAL TIMES

A REVIEW OF IDEAS  
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New S. Vol. 3. No. 1.  
Old S. Vol. 73. No. 693.

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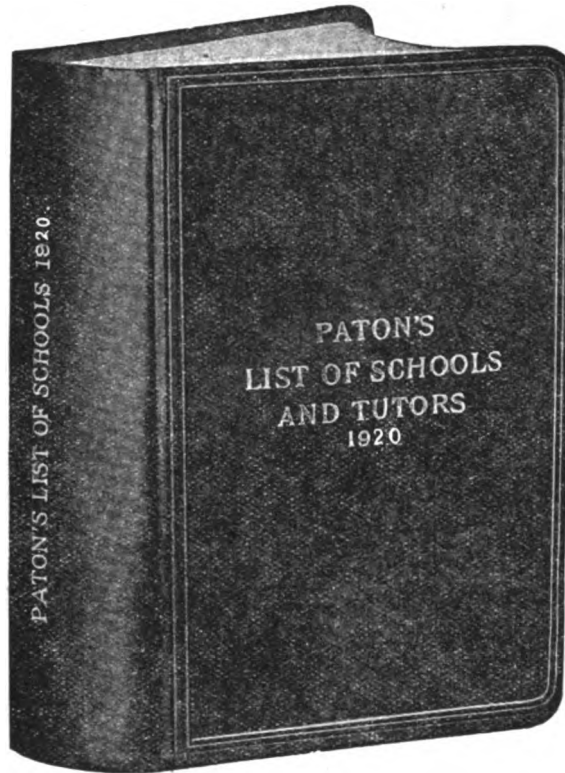
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A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JANUARY, 1921.

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## NOTES AND COMMENTS.

### The Education "Act."

For a brief space of two years those who care for education have been rejoicing in the thought that we had made a real advance, that our young wage-earners were no longer to be left without guidance during the critical years of adolescence, that the long-standing disgrace of child labour in factories was to be removed, and that the means of higher instruction would be freely available for all who were able to use them. There was to be a new spirit of co-operation among Local Authorities and between them and the central administration. New schools were to be built and old ones extended. Universities and other places of higher learning and research were to be encouraged. We were to have, in short, a system of education appropriate to our place in the world and likely to help us in maintaining it. These ideas and aspirations were the theme of countless articles, pamphlets, and speeches, and hardly a voice was raised in opposition. For a time Mr. Fisher was in the dangerous position of the man who is praised by everybody. He was acclaimed as the greatest of educational reformers and was employed by the Prime Minister in his attempts to deal with Irish Home Rule and English Public Houses. The "Fisher Act" had proved successful in Parliament and its author might bring luck to other measures.

### The Repeal.

We are now confronted by a situation which involves nothing less than the virtual repeal of the Fisher Act. It is true that no direct measure is proposed for its withdrawal. All that has happened is that the establishment of Continuation Schools is postponed indefinitely; the half-time system is continued, and every other feature of the Act comes within the scope of the comprehensive statement of the Chancellor of the Exchequer that instructions have been issued to all spending departments to the effect that, except with fresh Cabinet authority, schemes involving expenditure not yet in operation are to remain in abeyance. In the "economy debate" in the House of Commons on the 9th of December no direct attack was made on educational expenditure. The Prime Minister urged that teachers ought to be well paid on the ground that starving teachers had not a little to do with the unrest in Ireland. Mr. J. A. R. Marriott, who represents Oxford, said that although he believed in the social value of education he did not think we could afford to carry out the Fisher Act. Coming from Oxford this view is interesting, especially as Mr. Marriott based it on an estimate by Mr. Sidney Webb of fifty millions as the sum we ought to spend on education. Mr. Marriott apparently did not remember that this estimate was based on pre-war values. Fifty millions to-day represent less than our expenditure on education before the war, although they probably give the measure of Mr. Marriott's real belief in popular education.

### Will Mr. Fisher Resign ?

Now that his Act is being placed in cold storage for an indefinite period Mr. Fisher's attitude becomes a matter of interest. He went into Parliament as an educationist, and his appointment as President of the Board was universally welcomed by teachers. The question now is whether he is still an educationist or whether he has become a politician. As a politician he will have no difficulty in reconciling himself to the fate of his Act. Mere seemliness will demand that he should attend as chief mourner during its passage to the refrigerating chamber and he will be able to find comfort in the reflection that a refrigerator is not a crematorium, that his Act is not really dead but only hibernating, and that the political situation will justify his acquiescence in its fate. An educationist would take a different line. He would point out that his presence in Parliament and in the Cabinet was due solely to his zeal for education and that in his election and appointment there was an implied contract that his measures should be supported by his colleagues. Rather than have them abandoned or held in abeyance at the behest of men like Lord Rothermere he would carry on a rousing campaign throughout the country and would demonstrate to his timorous colleagues in the Cabinet that the people were ready to support him. In the last resort he would resign as a protest against the failure to redeem their promise to support him even at the cost of offending Mr. Horatio Bottomley and Mr. J. A. R. Marriott.

### Local Schemes.

The result of Parliament's attitude on education is that schemes for the establishment of Continuation Schools will be rendered futile. In some districts the arrangements were well advanced, but the example of Parliament is not lost on certain reactionaries who are now coming out into the open and declaring that schemes must be abandoned. Thus in Birmingham, where the arrangements were complete even to the appointment of teachers, and it was expected that Continuation Schools would be opened in January, the present position is that certain members of the City Council have carried a resolution putting the scheme into abeyance. There is little likelihood that any local authority will be bold enough to embark on the enterprise of Continuation Schools at its own cost. The danger is that advances already made and schemes already being carried through may be wiped out in this time of panic. We are now paying the penalty for the lack of prudence in our statesmen which led them to squander in Mesopotamia as much money as would have given the Education Act a fair start. We are like a bankrupt who should throw away his money on gambling and then proceed to retrench by depriving his children of food.

### Secondary School Examinations.

The doctors have lately been engaged in altering the conditions of their preliminary examination, apparently without any regard to the fact that we have a Secondary Schools Examinations Council, a body which exists for the sole purpose of reducing the number of examinations which may be taken by young people who wish to enter a profession. It must be confessed that the work of the Examinations Council has been greatly impeded by its own constitution. From the beginning the professions should have been brought into active co-operation. It is well known that in a scheme which was drafted by the Teachers Council in conference with representatives of the Universities, Professions and Local Authorities, all the parties named were accorded equal representation. It seemed likely that the professional bodies would all agree to abolish their special entrance tests and would accept only an approved school examination. Unfortunately, the scheme for equal representation was not adopted by the Board of Education, who imagined that the professional bodies would agree to combine and send only one representative. Of course, they did nothing of the kind, and the result is that opportunities for enlisting their support have to be made from time to time. There is no harm done by having a wide variety of examinations to suit different schools, but it is essential that the examinations should be accepted as equivalent for different purposes, so that a pupil who passes one is held to have passed all.

### Burnham Scales.

The Joint Standing Committee on the Salaries of Teachers in Technical Institutions is now beginning its work. Meanwhile the Report on Salaries in Secondary Schools is being strongly criticised in many quarters. Some men teachers are talking of it as "a callous betrayal," and point out that a starting salary of £4 12s. 6d. a week in these days is hardly likely to fulfil Mr. Fisher's aim of attracting to the work men who are "not merely competent but distinguished." It is certainly a strange trick of the mind which leads anybody to suppose that a weekly reward of four Treasury notes, each worth nine shillings at most, plus five of the new half-crowns in debased currency, will attract men of outstanding ability. Money is not the sole consideration which leads men and women of the right kind to take up teaching, but it is mere cant to pretend that the sum of £240 a year, rising to £500, is enough to satisfy the needs of men who have taken a University course. Apart from this general criticism there are complaints from every section of specialist teachers, who appear to have suffered unfairly by reason of the Committee's ignorance of the nature of qualifications in special subjects. A glaring example of this want of knowledge appears in the Report, where the Royal Manchester College of Music is graded as a chartered institution. The Third Burnham Committee should revise the decisions of its predecessor in regard to specialist teachers.

**Cambridge—Misogynist.**

The University of Cambridge has decided that women shall continue to be excluded from its membership. Presumably the alternative proposal will now be considered, namely, that Girton and Newnham shall be formed into a separate University. It is difficult to see how this can be done. Mr. Ernest Barker, Principal of King's College, advocates a separate University for women, but it is not clear whether he means that it shall be in a place apart from Oxford and Cambridge. Possibly he is merely reviving the old suggestion of a University for Women at Bletchley, a scheme based on the fact that Bletchley lies midway between Oxford and Cambridge and none of the fast "mails" stop there. In spite of certain drawbacks which are evident enough to those who have taught in "mixed" Universities, it is now too late to abolish or prevent them, and any attempt to establish a separate University in Cambridge itself is foredoomed to failure.

**VOTIVE.\***

O moon, swung there immeasurably far,  
 Yet only in the pear-tree top, how then  
 Shall we body in thought the beauty that you are—  
 Your wizardry upon the souls of men?

Hush! Let us say it is the tender light,  
 That falls in silver circumstance and red  
 Dimly upon the regions of the night,  
 And saying this how little then is said.

Why should this mute enchantment thus possess  
 Our hearts in adoration—how should come  
 This worship of a ghost of quietness,  
 Of spectral tides that move not and are dumb?

Why do we worship? We are but strays of will,  
 While the sun takes us. Folded now and far  
 From the day's light, we are minds possessed and still,  
 Vision and peace. We worship what we are.

JOHN DRINKWATER.

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**SECONDARY  
SCHOOL EXAMINATIONS.****A Criticism.**

BY A. HENDERSON, B.A.,

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THE guiding principle of the Education Act of 1918 is that henceforth the youth of the nation shall have an opportunity of developing their powers to the best advantage, both for themselves and the community. Nursery and day continuation schools, and wide extension of the facilities for secondary and university education are simply the endeavour to give practical interpretation to this principle. For various reasons the extension of the secondary school system will probably be the first care of most authorities, and I propose to confine myself to this development. Already some authorities, like Leicestershire, have decided to provide secondary education for every pupil capable of benefiting by it, and where places are given on the result of a competitive examination, numbers have to be refused because secondary school accommodation is insufficient. Parents, too, show the keenest desire to obtain for their children the supposed advantages which they themselves were denied. There is a striking, one might almost say pathetic, parallel between this belief to-day and that of parents fifty or sixty years ago when the desirability of elementary education appealed so strongly to the intelligent working-man.

For thirty-three years teacher and taught laboured under a system which was admittedly a ghastly failure, though I am inclined to think that authority abandoned it finally rather from compulsion than conviction. A rigid curriculum, a detailed syllabus, with a time limit for each portion, the suppression of the teacher's originality, initiative and independence, an annual examination which tested merely mechanical knowledge, and the estimation of the work of the school solely by its examination successes, these were the features of the old order, the evil of which still lingers in our elementary schools. And yet, ignoring the experience of the past, we are passing on to the secondary schools the same system in all essential respects. True the more obvious and superficial faults are avoided. There are but two examinations and possibly only one, but they are still conducted by an external authority even more autocratic than that which controlled the elementary schools; and from which there is no appeal. The standard aimed at is relatively more difficult, in fact is adapted rather for the brilliant scholar than for the large majority of average intelligent pupils. The teacher finds that in spite of smaller classes and better equipment he has little opportunity for intelligent teaching. The tale of bricks must be delivered, hence he must stuff his pupils like Strasburg geese so that the examination successes so dear to the governing bodies may come up to expectation. This feverish worship of knowledge is a legacy of the times before the war, particularly of the latter half of the nineteenth century. During that period the advance in scientific knowledge was tremendous, and its application to industry resulted in an enormous increase in wealth

and consequently of power. Hence arose that insane worship of knowledge which overshadowed everything else in education. The various university colleges established in the seventies and eighties are concrete illustrations of the fact. An examination of the *original* buildings reveals an entire absence of any provision for what one might call the human side of life. There are fine laboratories and lecture rooms, but no students' common rooms, no provision for social intercourse, and even athletics had a struggle to live. The last twenty years, however, have seen a great change. Hostels, refectories and recreation rooms are being provided. For such there must be an ever increasing demand. The buildings of the Students' Union at Manchester are ample evidence of a saner view of education.

But it was Germany that was to demonstrate to the world the logical consequences of this worship of knowledge. Before the war the excellences of the German system of education were constantly dinned into our ears. Yet our imperfections were not entirely due to indifference. The Englishman's love of liberty and his instinctive feeling that the education so praised was not the real article were to save him when the supreme trial came and mighty Germany paid the penalty. Extreme intellectualism and the material wealth and power it gave destroyed her soul.

And yet this is one great lesson of the war which those in authority have not learnt. They seem to think that because there has been a general advance in knowledge, and that even the man in the street knows more to-day than was the case fifty years ago, the boy and girl of to-day must inevitably be endowed with greater mental power and earlier mental development. (Well, the war produced neither a Nelson nor a Napoleon.) The Minister of Education would no doubt deny there was such assumption of earlier or superior mental development, but the curriculum of the secondary school and the standard of the school-leaving examination which largely affects the work is definite proof. And when, in addition, examiners are appointed whose colossal ignorance of child nature far outweighs their intellectual brilliance and you get examination papers like those set in English in the London schools examination, 1920, one almost loses hope. Here are some questions:—

1. (Milton). "Eve's character is one of the most wonderful efforts of the human imagination. . . . Adam has little that we care for." What proofs can you adduce in support of or in opposition to this criticism?
2. (Shelley). Shelley has been said to reveal his personality in every line that he wrote. Quote passages to prove this and from them deduce the poet's temperament and character.

There is no doubt that with regard to school examinations, London University is by far the worst offender. The Oxford and Cambridge Examinations Board is much more human, and shows a finer appreciation of the position, while the Northern Universities insist on secondary school teaching experience as an essential qualification for an examiner. As a matter of fact, your brilliant scholar is not necessarily the best

examiner even for a secondary school. He never had any difficulty as a boy, and unless he possesses a natural sympathy with children or is compelled by the hard force of circumstances to study them, he does not realise the mental capacity and limitations of the average boy or girl. Even in secondary school education, development of mental power rather than the acquisition of knowledge ought to be the chief aim. Then for those pupils who remain till eighteen there are the advanced courses prescribed by the Board with the bribe of additional grant which few under present conditions can resist. Thus the evil is prolonged, nay intensified, for partial specialisation at least is begun. Ye Gods! specialisation at *sixteen*. If one wishes to realise the effects of all this, let him consult the Principals of Training Colleges who yearly receive a large batch of secondary school products. The criticism is monotonous in its uniformity. The students possess little initiative, cannot study independently, and still expect to be directed in every way. In my own college, every year students come who have matriculated or even reached the standard of Intermediate, and yet refuse to continue their university course, and this not from idleness, but sheer weariness and distaste of study. They prefer the simpler ordinary course which, whatever its shortcomings, does allow them to do a little independent thinking. Yet the same Board of Education controls both branches! The teachers in the secondary schools, or at any rate those of them who give serious thought to the question, are utterly weary of it all. A well-known secondary school headmaster said to me the other day, "If I could have my own way after the first examination is passed, I would send a boy into a room for private study for six months, and teach him how to read a book, *for he cannot do so now*." Then, too, the staff of the school should have a large voice in the final estimate of their pupils. There ought to be an important column which should measure not a pupil's intellectual capacity but his grit, honest endeavour, and general ability. And there need be no fear of abuse. It is only in the worst private schools that "all geese are swans." Every good school sends out fearless reports on its pupils each term, and, given the opportunity, the staff would equally rise to the greater duty, and if not they should be dismissed as unworthy of their office. Lest anyone may think this an impossible ideal it may be pointed out that something similar is already in existence. In the training colleges the Board of Education invites the co-operation of the staff in assessing the students in the various practical subjects and even in the written examination (in which by the way the questions set are the best I know), no student is finally turned down until the college authorities have been asked for their opinion. In our case the opinion is invariably based on a student's general attitude and honest endeavour rather than on his or her intellectual ability; and we find that the Board's final judgment is always most sympathetic. Why this Dr. Jekyll and Mr. Hyde attitude? No doubt were the Board to attempt to control the school-leaving examination, there would be a loud outcry from the vested interests concerned, but why should they be considered, when they will not even take the trouble to understand the problem with which they have to deal?

And lastly, there is the boy, a fairly numerous class, not specially interested in intellectual study, but clever with his fingers—in fact “handiness” is fairly general at the secondary school age. The official answer, no doubt, will be that the course in science makes ample provision for such in its practical work, but the same idea of earlier mental development dominates this subject also, with the result that the syllabus of science is drawn up according to the strict logical order of the text-book, regardless of the fact that there is little abstract thought before 15 or 16.

The Atomic Theory (if there is such a thing now), indestructibility of matter, the laws of motion, magnetic force, etc., are the delights served up, illustrated usually by elaborate experiments with possibly a final *casual* reference to certain practical applications. By way of contrast let me mention an experiment in practical science which has been tried in certain selected elementary schools in Leicester for the senior classes, 12-14. The scheme owes its inspiration to the Board's inspector, who, like a wise man, confines his efforts to general direction and suggestion, insisting on the teachers using their own initiative to work out details. The general idea is this: Practical applications of scientific truths are to be found everywhere, in the house, the school, and the world in general. The boiling of a kettle, the heating of an oven or a gas cooker, the pressure of water in pipes, the hot water supply, the central heating system, electric bells, electric light, etc., are cases in point. These are grouped roughly and examined in turn. No attempt is made to formulate the general truth, explanation ends with the particular instance dealt with. With the exception of glass tubing, test tubes, flasks, and a few common tools, the boys make all their own apparatus. All sorts of simple material are utilised—Lyle syrup tins, canister lids, piping for Bunsen burners, etc. The boys make their own balances! Scientists would condemn the whole thing as crude in the extreme, yet these balances are sensitive to a scrap of paper. Further, why should meticulous accuracy be so often the preliminary to physical laboratory work in school, when the power of appreciating such has not yet properly developed. One of the rooms fitted with flat tables serves as a workshop, and the boys are happy, and (*remarkable phenomenon*) don't want to leave. The amount of scientific knowledge may be small, but the development of initiative and self-reliance is correspondingly great. (See also Board of Education pamphlet No. 36.)

One final word. The universities of Oxford and Cambridge usually admit their students at 18 or 19 years of age. “Smalls” and the “Little-go” are mere child's play compared with what is expected in many secondary schools at 16 or 17, yet no universities in the world can show a finer list of great scholars. The increasing demand for economy in public expenditure would be much less insistent, so far as education is concerned, if thinking men felt convinced that the product was worth the cost, but there is a widespread uneasy feeling that the education is unsound, though the majority cannot clearly realise where the weakness lies. I have tried to indicate the evil as far as secondary schools are concerned, and no effort should be spared to destroy this canker which is eating into the heart of the rising generation.

## TRADE OR PROFESSION.

By P. A. WOOD.

“ You ought not walk  
Upon a labouring day without a sign  
Of your profession. Speak. What trade art thou ? ”

The tribune Flavius would certainly have been unable to distinguish the two. And we with the Oxford Dictionary to help us are not much more competent. For while we make no doubt in labelling the surgeon who patches and mends broken bones differently from the surgeon who mends broken boots; or the man who plans the house from the man who lays the bricks, we are by no means so sure of ourselves when we try to decide which label best befits the work of the teacher. While we know where to place the vicar who gives a half-hour Scripture lesson in the National School on one day a week, we have not yet decided that the teacher who gives six on every day of the week is in the same category. We see no essential difference between the physician who plies his trade in the college, and the doctor who does the same in the cottage. But there would seem to be an impassable gulf between the University professor and the village schoolmaster.

Do teachers follow a trade, or do they belong to a profession? What are the distinguishing marks of the two? If the Dictionary offers poor guidance the Law offers none. For though by a process of accretion certain notions are in course of attaching themselves to the one term and not the other these notions are too indefinite and inexact for the lawyer to recognise. Moreover, everyday use finds excuse for indiscriminate-ness in their vagueness. The stream of meaning has not yet made a decided parting. And when we think to have seen the professions taking leave of the parent trade, both wit and wisdom conspire to confuse them again.

There are special senses in which the words *trade* and *profession* are used and which are legitimate and natural offshoots of their general meaning. When the heavy tragedian confronts the provincial landlady with the question “Do you let apartments to—ah—the Profession?” to him and to her his calling is the Profession *par excellence*. So, too, the publisher with his books and the publican with his beer represents each in his own way what he euphemistically calls the Trade. In somewhat similar manner, the heterogeneous members of a Teachers' Annual Conference will be content to hear their occupation spoken of as the Profession.

Now it is fairly generally agreed that the label Profession has some air of respectability about it that is wanting in Trade. Though the word Trade has longer lineage and a wider lexicographical estate than the word Profession, we ought not to be misled by its modern use into thinking that there is any essential difference between the two. Trade includes profession, and seeing that both are occupations from which regular practice a man obtains his livelihood it could not very well do otherwise. Sometimes they are interchangeable terms. It is quite permissible for the language of scorn



to speak of the trade of preaching, as also it is for the language of humour to speak of the profession of selling muffins. All things considered, therefore, the Law shows its good sense by its significant silence as to what it will call profession or trade. As far as I know it has never attempted to define them. So we find for example the law of contract is curiously catholic when it comes to deal with covenants in restraint of trade. Surgeons and schoolmasters, bacteriologists and bakers, doctors and dentists, milliners and musicians, all meet together without distinction of class or creed.

The vulgar instinct of snobbishness has seized upon the social superiority of members of the recognised professions of Law, Medicine and Theology and looks for this mark as a guide to its essay in occupational classification. But social grading in these days is but a poor guide. It is at best a spurious and accidental respectability and indicates but a phase in the history of society. The teacher *qua* teacher occupies no social position at all. He finds his own level in that heterogeneous mass of workers which includes shop assistants, clerks, insurance agents, commercial travellers and others which help to make up the great middle classes of suburbia. A pretty low level some of them do reach. Ill-spoken, ill-mannered, ill-dressed and illiterate as many of us are either by nature or circumstance, it is not to be wondered that the trade of teaching occupies no worthy place in the esteem or estimation of the man in the street.

Yet despite this difficulty in definition, notwithstanding this actual absence of social position in the mass of those for whom school teacher is but a word in the language of scorn and contempt, there is a growing consciousness, undisturbed and undismayed by conflicting evidence, of the essential oneness of the teacher's calling. There is a virile desire to express the subjective unity of aim and purpose and method in some objective shape that all the world may see and understand. "The modern schoolmaster," says Sir J. R. Seely, "should change his name, for he has become a kind of standing or professional parent." Or if he does not change his name he wants to recognise himself and be recognised by others, not as an impotent follower of one of many almost unrelated trades, but as a unit in a unified and influential and forcefully vigorous profession. He desires in short to drop the puny and furtive *p* of any profession and take unto himself the dignified and daring capital of the Professions. What is there then that hinders those who profess the art and science of teaching from ranking themselves boldly and effectively with those who profess preaching or healing or legal advising. If there is anything in Maurice's distinction, we and they are all concerned primarily with men as men and not with their external wants or occasions. But whereas the humblest beginner in the practice of medicine is as much a member of his profession as the famed specialist in Harley Street or the renowned professor in his University; while the youthful barrister just called enters the ranks of *his* profession and shares the glory of his country's legal luminaries—it would not seem that the tyro teacher just out of college enters into any heritage of that sort. He becomes but a member of one of the miscellaneous

bodies or groups of men and women who follow some sort of occupation whose vaguely indefinite name is teaching. Not for him does there exist a profession that speaks with one voice and follows one code. No great names reflect any remotest glory on his entry upon the work of his choice. No hierarchy of power and office where intellect and ability may find their inspiration and their aim presents itself to him.

The great professions of Law and Medicine and Preaching—wherein lies their power? In the first place they are one. Their functions are known—their laws are self-imposed. Their entrants are chosen from within, not put in from without. They test their own candidates and impose their own conditions. They have each its code of conventions and etiquette—codes strict, it may be, but administered by themselves and with which the municipal law will not interfere. None unworthy may enter their ranks or remain there when discovered. The charlatan can find now no place. Their rights are jealously guarded and their duties strictly enforced. The public—the man in the street—respects them, and the State recognises them.

With teaching and teachers it is not so. All one body they are not. They have no one voice and no one mouth-piece to give it utterance if they had. Their doors are open to any charlatan and impostor who chooses: they have no power of expelling the unworthy. No one body represents them. They have associations and societies by the score, but no one Council to whom they may appeal or whose decisions they must respect. Their largest societies represent the whole no more than the smallest—whether Guilds or Federations or Unions they are nothing but Clubs. The National Union of Teachers is national in nothing but name. It represents none but members of a certain trade. Its *Schoolmaster* is a trade journal like the *Drapers' Record* or the *Licensed Victuallers' Gazette*. Its doors stand wide open to all, but all will not enter. It is an Association with a big membership and a political influence. In the Science and Art of Education its influence and importance is nil. No great educational discovery has been promulgated thence, no prophet has found his spiritual home there. The Teachers' Guild, less ambitious, less blatant, is more influential in a non-political field—but it represents but a fraction of the teaching profession. It lacks status though greatly respectable. The College of Preceptors is, as far as I know, the only educational incorporation of a body of teachers, not specialists, in existence. It does not represent the profession—nor does it claim to. It is a body of some dignity, and it grants diplomas, its associates wear a licensed livery; but events have made it impossible that this almost unique body, like though it is unto other incorporations of the learned, should become the impersonation of a teaching Profession.

In a further article I propose to discuss the origin of a Profession—its marks and mysteries—and how in the Teachers Registration Council we have a tie, a sort of *vinculum juris*, which shall bring order out of chaos, cohesion where now is none, and in time soon to come shall be the "sign of our Profession."

(To be continued.)



## ON THE ART OF THE CIRCUS.

BY E. JAUQUES-DALCROZE.

(In the following essay, Mons. Emile Jaques-Dalcroze, who is well known to musicians and teachers as the originator of Dalcroze Eurhythmics, offers an interesting justification of the circus performer as an artist.)

All children love being taken to a circus, and we grown-ups are not loth to accompany them, in the sure expectation of experiencing that subtle pleasure that consists of allowing the exuberance of youngsters gradually to wear down our habitual reserve. But while we may refuse to enter quite seriously and wholeheartedly into the spirit of the show, we may derive from the profuse and variegated entertainment there offered us certain instructive lessons, forcing us to the conclusion that, from the social and human point of view, there is no such thing as a definitely inferior form of artistic endeavour.

Naturally our first impression is one of sheer fascination at the irresistible enthusiasm of the children, for whom the various turns provide, apart from their healthy stimulation of the nerve centres, a first initiation into artistic and æsthetic emotion! So many kinds of art are revealed to them in a concrete form: the art of utilising the innumerable and unsuspected resources of the powerful and flexible human body; the art of balancing these forces; the art of adjusting bodily movements to music; the art of conquering weaknesses; the art of externalising simple sensations, of causing laughter—and of raising horror, too. For naturally all these marvellous acrobatic effects have been carefully planned out, and are the result of a thorough study and understanding of the human mechanism.

May we not discern the germ of all dramatic art in this series of simple scenes, wherein fantasy masks reality, will-power is exerted with utter recklessness, and a host of natural forces find spontaneous expression in a manner at once consistent and imaginative?

How justly the youngsters appraise the merits of all these turns! How unerringly they can see whether the clowns are really funny, and the lions really savage, and whether the acrobats accomplish their tasks with ease or difficulty. And at the same time what lessons these ignorant innocents bring home to us—us who fondly imagined we had plumbed the depths of all the sciences, traversed the whole gamut of sensations. We are struck at once by the resemblance between the unconscious rhythmic movements of the animals and those of these abnormal human beings, their common attitude of alertness, their occasional nervousness arising from a complete ignorance of the resources of muscular and mental resistance. The equally marked identity between the protests of the poor beasts under the tamer's lash and those of their human comrades in misfortune, smarting under the inequalities of the law of might. And the pathos of the poor tamed animals—who accomplish their displays of intelligence without a trace of either humour or happiness. And the tragedy

of the clown's fooling which masks heaven knows what gnawing cares and poignant sorrows! We can feel, with the performers, that sense of the urgency of "carrying on," no matter what their state of health or disposition or emotion at the moment—that perpetual make-believe that underlies the whole art of the theatre, once it is made a livelihood, and that debases it below all other arts, in that its votaries must be for ever *pretending* to be heroic, *pretending* to be sincere, *pretending* to be alive!

Then again, observe that common anomaly among expert gymnasts, the contrast between the lightness and flexibility which they manifest in their exercises and the awkwardness of their waddle back to the wings after their turn, evidence of a fundamental corporal and mental disharmony. And all this elaborate training culminating in such puerile effects, all this air of conviction in enacting absurdities, all this futile display of courage—the realism applied to unrealities, the idealism wallowing in the extremes of materialism.

But, on the other hand, who could fail to be captivated by the stately beauty of the horse, the perfect grace with which this superb animal executes its movements of galloping and jumping, the magnificent and instinctive harmony of its dissociated movements, and the innate grace it displays despite all the efforts of its trainers to impose on its highly sensitive organism rhythms hostile to its temperament. Then—a triumph this time of the spirit—that wonderful *esprit de corps* of the whole troupe—from the dazzling "star" to the meanest super—each one of whom, the moment his turn is concluded, discards his spangled garb in favour of the common uniform, to re-enter as one of the nameless crowd, sacrificing his individuality to the ensemble effect, and unconsciously putting into practice the theories of Roberto Ardigo on the solidarity of the unit and the mass. Finally that *naiveté*, at once irritating and sympathetic, of a childlike public, conscious only of external effects, quite unappreciative of nuances, incapable of reflection and comparison, that laughs because it wants to laugh, and is thrilled because it lusts for sensation, that applauds because the sound conveys a sense of life, that abandons itself to pleasure without criticism and enjoys itself from a simple need for enjoying itself. Oh, public of the circus and the cinema, I take off my hat to you! How infinitely I prefer you to your brothers of the theatre and concert hall. You at least are ignorant of the humbug of class distinctions and the affectations of "good form." You are not afraid to express your emotions without seeking, like these gentlefolk, to bottle up the more vital part of them. And that is why, my circus and cinema public, little children and big children alike, I hold with you that there is no such thing as an inferior art. A work of art is complete if it possesses the qualities necessary to arouse your feelings. That genius of yours for responding spontaneously and with your whole being is an earnest of your fundamental sanity, and so long as you retain this, so long will our artists derive inspiration from their contact with you and vie with each other in their efforts to provide suitable forms of entertainment for your combined delectation and instruction.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### I.—Asclepiades of Samos. (fl. B.C. 300).

Asclepiades has many titles to fame. If we except Antimachus of Colophon, whom Plato so admired, he and his contemporary Philetas are the first Greeks whose works we possess to write love poems in honour of women. He is also the acknowledged master of Theocritus, who mentions him by the sobriquet of Sikelidas, and the direct inspirer of Meleager in his early style, of Philodemus in his semi-colloquial verse. Again, if he did not invent, he at least reintroduced and regularised the Asclepiad metres, which Horace afterwards borrowed from him. And lastly, not only is he himself a poet of distinction, but he was also at Samos the head of a literary school which included the ruler of the island, Douris the historian, his brother Lynceus the dramatist, and the poets Phalæcus, Nicænetus, Poseidippus and Hedylus. Scholar, courtier, poet, wit, he is one of the most brilliant figures of the first period of Alexandrian literature, the period immediately preceding Theocritus and Callimachus, and it is a curious commentary on the permanence of poetical renown that his works now would have altogether perished had it not been for Meleager and the Anthology. Perhaps Meleager himself gives the reason for that ill fortune: at any rate none of his poetical criticisms is more exquisitely true than his choice of the anemone as the flower corresponding to Asclepiades. The Samian poet's verse has all the bright colour and the delicate shape of the wind blossom, but it has also its fragility and its absence of scent. His poems are beautiful, but as compared with Sappho and Meleager they are as the anemone to the rose and violet: they are flowers, but like Horace's tulips they lack the essential quality of flowers—perfume.

#### Love's Vigil.

Oft would she gaze from out the lattice high,  
Her cheeks with longing wet and lonely cry  
Till he came to her door.  
But Cleophon's blue eyes with their bright fire  
Have dried her tears and filled her heart's desire,  
And now she weeps no more. A.P. v. 153.

#### Maidenhood.

Why, why so careful, O my sweet,  
So jealous of thy virgin bloom?  
No lover's lips thy lips will meet  
When once to death they come.  
Nay, let us live and let us love,  
Before we pass in dust away;  
And all the joys of Venus prove,  
While there is time to-day. A.P. v. 85.

#### The Girdle.

It fell that once upon a day  
I with Hermione would play,  
And round her waist did then behold  
A girdle bright with words in gold—  
It said: "Come take me if you will,  
Nor grieve if I'm another's still."  
A.P. v. 158.

#### Love's Mystery.

Sweet after storm to sailor's eyes  
Are zephyrs in the vernal skies,  
To thirsty lips a cup is sweet,  
Fresh cooled with snow in summer's heat;  
But sweeter still when man and maid  
Lie hidden close beneath one plaid,  
And in its warmth together pressed  
See all the might of Love confessed. A.P. v. 169.

#### Love Triumphant.

Come snow, come hail, come darkness drear,  
Brood over earth God's darkest cloud,  
While fiercely strikes the lightning's spear  
And thunder echoes loud.  
I shall not falter in my ways,  
He will not stay me save by death,  
Through all my pains I'll sing her praise  
So long as I have breath.  
Love is His Lord as well as mine,  
In golden rain He once did pour,  
Obedient to the word divine  
And pierced the brazen bower. A.P. v. 64.

#### The Bather.

Along the beach where Love was born  
Cleander strolled one summer morn,  
And saw his Nico swimming there,  
Breasting the waves with bosom bare.  
He saw and burned; for strange to say  
Water gave birth to flame that day,  
And from the briny drops she threw  
A parching fire within him grew.  
She tossed the waves with dimpled arm  
And shoreward turned nor knew of harm;  
But he who on the dry land stayed  
Most lamentable shipwreck made.  
Yet all proved well. An equal love  
Venus has sent them from above;  
The boon he asked has granted been,  
And now he thanks our sea born queen. A.P. v. 209.

#### Nico.

She cometh not: the watch is past;  
And still I wait alone at home.  
By our great queen she gave her oath  
And promised she would come.  
But ah! she will not keep her troth:  
'Tis time my lads; put out the light.  
Too many call on Nico's name:  
She will not come to-night. A.P. v. 150.

#### Dorcion.

She seems a soft cheeked boy  
As with the men she goes,  
And from her eyes in joy  
A glance voluptuous throws.  
Her cap and cloak, loose hung,  
Float lightly in the air,  
And from her shoulder flung  
Leave all her white thigh bare. A.P. xii. 161.

F. A. WRIGHT.

## MUSIC.

**The Amateur Orchestra.**

Anyone who has ever belonged to a small orchestral society will be able to call to mind what a pitiful affair it is. Twenty violins, perhaps two 'cellos and a piano. Sometimes one viola player—generally a professional and a friend of the conductor's. The balance of tone is preserved by the professional playing with great intent and at least two-thirds of the violinists not playing at all; they are always going to come in next time, but fortunately never do. For a "performance" professional help is called in and exciting people arrive with double basses and curly brass instruments and drums, and it all makes a very thrilling noise. . . . But it isn't exactly an amateur orchestra any more.

I don't think anyone will deny that this is a very average summing up of our amateur orchestral societies, and there is only one reason for it, which lies in the amateur's lack of enterprise in the choice of an instrument. No one would deny, it must be supposed, that the violin is as difficult at least, if not more so, as any other instrument is to play, yet the amateur who doesn't want to play the piano almost invariably chooses the violin. A few choose the 'cello, the only objection to which seems to be its size—for I did hear of a young lady who said she had given up the 'cello because it took up so much room in the carriage when she went out to dinner—but, be that as it may, some do choose the 'cello, but those who choose the viola are very rare. It is not easy to say why, and my first plea would be in favour of this useful and neglected instrument. Anyone trying to organise an amateur string quartette will know how difficult it is to find a viola player. The reason may be that the library for that instrument is small, but if only a few amateurs would sacrifice the chance of throwing their weight about to the joy of throwing it into a string quartette they would, each one of them, benefit four people, of which they would themselves be one, and surely the joy of playing a viola part in a string quartette is better than running a fiddle at scratch in that dreadful handicap a violin and piano sonata.

My next plea would be for the flute. I feel convinced that this instrument was once very popular amongst amateurs. Dickens, I fear, whose absolute lack of familiarity with any craft but his own (see description of cricket match in "Pickwick Papers") supplied him with a good deal of his humour, gave the flute a nasty shaking. Added to which he spoke of its various parts as being **screwed** together—horrible thought. As far as one can see, the flute has only one drawback peculiar to itself, and that is one that Gabriel Oak found, but it is a very playable instrument, and there is quite a lot of music which a string quartette could tackle with the aid of a flute and a piano.

The same applies to the oboi. Although people shake their heads and say how difficult the intonation is on an oboi, yet one can safely guarantee that it is as easy, if not easier, than the violin in this respect. Let us add the bassoon—and I have known an army officer who was a perfectly good amateur bassoon player—and we have the nucleus of a very tolerable orchestra and one of great possibilities in regard to the music written for it.

In conclusion, I may say that I shall be glad to answer enquiries concerning works suitable for amateur "concerts"—I mean "concerts of instruments," not those functions where innocent friends are induced to come and listen to noises like the opening of packing-cases—and I will also say, as far as the present state of music publishing allows, where they are accessible.

RUPERT LEE.

## CHRONICLE OF EDUCATION.

- Nov. 12—Mr. J. H. Lewis, M.P., stated at the Perse School, Cambridge, that the Education Act of 1918 would not be suspended.
- Nov. 13—Annual meeting of the National Union of Scientific Workers. Address by the retiring president, Dr. J. W. Evans, and by Professor F. Soddy. The new president, Mr. L. Bairstow, elected.
- Nov. 16—Joint Conference on "The Care of Invalid and Crippled Children," at the Guildhall, by the Invalid Children's Aid Association and the Central Committee for the Care of Cripples. Address by Mr. J. H. Lewis, M.P.
- Nov. 18—Address by Mr. A. Saywell, president of the London Head Teachers' Association, at the annual meeting held at St. Bride's Institute.
- Nov. 20—Appeal by the University of Birmingham for £500,000; half of this sum has already been subscribed; the financial position is critical and help is urgently needed.
- Nov. 22—Address by Sir Robert Blair, Education Officer for London, on "Cost of Education," at the opening of a central school at Cheltenham.
- Nov. 23—Discussion of the two Burnham reports by the Executive of the County Councils Association.
- Nov. 26—Conference on "Day Continuation Schools," at Essex Hall, Strand, convened by the London Teachers' Association. Speakers: Mr. W. A. Cook, B.Sc., educational supervisor to Harrod's; Mr. P. A. Best, managing director to Selfridge's.
- Nov. 27—Meeting of Association of Engineers at Manchester, Address by Mr. Spurley Hey on "Continuation Schools."
- Nov. 30—Dec. 1—Conference of Women Magistrates at the Mansion House, opened by the Lord Mayor. Speakers: Dr. Norris, Dr. Hamblin Smith, Mr. Cecil Leeson, Mr. W. Clarke-Hall.
- Dec. 3—Meeting of the School Nature Study Union at the London Day Training College. Lecture by Mr. G. G. Lewis on "Nature Study of Rocks as a Basis for the Study of Geography."
- Dec. 7—Lecture at the Albion Hall, Dalston, by Dr. E. Webb, on "The Psychology of Character," under the auspices of the Personal Social Service Association.
- Dec. 8—Voting on the admission of women to membership of Cambridge University. Majority against.
- Dec. 8—L.C.C. Education Committee adopted report of Burnham Committee on secondary schools.

**Some Appointments.**

H.R.H. the Prince of Wales as President of the British School at Rome, in succession to Prince Arthur of Connaught  
Mr. E. Denham, Director of Education for Ceylon, as Colonial Secretary for Mauritius.

Rev. G. B. Allen, B.D., Fellow of Pembroke and Senior Proctor, as Principal of St. Edmund Hall, in succession to Dr. H. H. Williams, Bishop of Carlisle.

Miss Laura E. Stark as Dean of the Faculty of Education in the University of Manchester.

Miss D. F. Chetham-Strode, B.A., as headmistress of the Dulwich High School.

Miss E. M. Edgehill as headmistress of the Redland High School for Girls, Bristol.

Miss Knipe, M.A., as headmistress of the High School for Girls, Boston, Lincs.

Mr. Stanley R. Gibson as headmaster of the Windsor County School.

Mr. Arthur Scott, A.R.C.A., as principal of the School of Art, Watford.

## ART AND EDUCATION.

BY J. HOLROYD REECE.

THE exhibition of drawings and paintings by Viennese children reveals many things. It reflects in the most poignant manner the privations endured by the Austrians, it shows the wealth of creative power that is smothered in most adults, and it suggests not only how valuable art is in education, but also how high a pitch the art of education can attain. The spectator begins by admiring the work of the children, and generally ends up by being so impressed with the genius of Professor Cizek that all other impressions are relegated to a position of secondary importance. In order to discover the apparent secret to which the Viennese Professor holds the key, the exhibits must be passed in review.

The most striking quality common to almost every drawing is the quality of ease. There are no don'ts, in fact there are no rules in this school to fetter spontaneity and originality in the pupils; and the briefest survey renders the wealth of imaginative originality not only obvious, but overwhelming. There are drawings here, of old men and women bearing bundles of wood from the Wiener Wald, pictures of "jealousy" and "unhappy love," landscapes, the woman in the kitchen feeding pigs, paintings of revolution, battles and Christmas processions, all of which bear eloquent testimony to a developed sense of observation which is heightened by a power of individual vision and dignified by a spirit that can only be described as art. The intensity of appeal that these pictures make is in no way due to the fact that their authors are less than fifteen years of age in the sense that extremity of youth is subject to special consideration, and that only low standards could be applied. The exhibition repudiates such condescension whole-heartedly. The appeal is strong because the work is vital, and its vitality is preserved because "shades of the prison house" have not begun "to close upon the growing boy." The originality of the work is by no means confined to one or two of the exhibitors; in fact the interesting thing, especially from the educational point of view, is that originality, spontaneity and great freedom of ideas and execution are common to all the work. Moreover, style appears to be a quality of which the pupils are quite unconscious, but which they possess in a most marked degree. A peculiarity of some of the drawings is that the influence of the most powerful Viennese artists is clearly discernible. Probst, for instance, aged fifteen, has learned a great deal from Oskar Kokoschka, who is a Viennese, and yet there is no trace of imitation. The boy in question belongs to the generation of Kokoschka much more than adults do, and instinctively he has understood what Kokoschka is showing to a blind but adult generation.

Freedom of power and expression, marked originality, real artistic merit and the understanding of those elements of expressionism in art that adults merely grope after are qualities not often combined at any exhibition in London. It is, of course, absurd to take refuge in the explanation that Professor Cizek has by accident or by miracle found a

class of infant prodigies; his pupils come to him of their own inclination. They are neither selected nor rejected, but are merely the first forty or fifty children who come to him at the beginning of a term, and the explanation of his success is comprehensible only to those who understand the art of education. The secret of Professor Cizek's teaching lies in the **absence of instruction**. He succeeds in teaching freedom of line, for instance, by refusing to teach his children rules for achieving it. He induces his pupils to produce original, personal work by not interfering with their personalities, by not limiting them in any way, and finally by not imposing his own personality on them. In fact, in the most literal sense Professor Cizek does nothing. Without wishing to be paradoxical, it must be realised that such inaction is immensely difficult, and this difficulty explains alike the failure of most of our own art schools and the success of Professor Cizek's class. The aims of our own art teachers do not differ from those of the Viennese professor, and many are prepared to admit the theory of leaving the children to work out their own salvation, but they lack the faith to put their theory into practice. They believe what is after all only commonsense, namely, that originality cannot be taught like arithmetic, but that it must develop on its own lines, and then there comes a moment when the teacher's own tradition and knowledge prove too strong for this theory. They imagine that their knowledge imposes upon them the duty of checking that which is an impulse, an attempt at artistic and not intellectual expression. They try to define the third dimension in terms of the second. They think that the child draws wrongly because if he is drawing, say, a basket, they know intellectually that there are certain laws of perspective of which the child is not aware. Consequently they say "this line is wrong." They forget that neither the child nor art concerns itself with the intellectual theory of perspective, but with expression and creation. The teacher therefore can assume at the worst that the child has been unobservant and say to him "Look again," or else it may be, as in the case of these Viennese children, that the child does not wish to state the bald theory of perspective in terms of charcoal but that he wishes rather to express what his fancy, his personality dictate, and in such a case no man should interfere. The chances are that the child who is so much more responsive and imaginative than his adult teacher, "has eyes to see the light that never was on land or sea." It may be that his expression is somewhat halting, but again, "to travel hopefully is a better thing than to arrive." And unfortunately our own art teachers desire to see the effect, the journey's end; they even go to the extreme of drawing portions of the pupil's work themselves. But, as has been stated before, much faith is needed to do nothing, because in these days belief is still tested by seeing alone, and few people dare stand apparently idle while those in their charge appear to make mistakes. Let them remember that appearances are deceptive, and let them also take note of the experiments of Professor Kerschensteiner in Munich.

It is a matter of common knowledge that the German educational system has always suffered from its rigidity. Professor Kerschensteiner held an examination of drawing in all the schools in Munich. Instead of asking the children to draw the prescribed objects such as cubes and spheres, he told them to draw anything they pleased, and the result of the examination was reproduced and augmented by notes written by Professor Kerschensteiner. It was discovered that many of the pupils who invariably received very bad marks produced during this particular examination remarkable drawings, and one boy in particular showed up a number of studies of horses in every conceivable attitude, galloping, rolling on the ground, kicking, frightened, and so on. They were a revelation, and most art masters would



*An example of the Work of a Child of fifteen in Professor Cizek's Class in Vienna.*

have envied the boy for his amazing talent. Now in this case the children were given their freedom for the first time. They had suffered previously from stereotyped instruction, and notwithstanding this, their work, like that of Professor Cizek's class, showed extraordinary vitality and imagination. The child needs but a chance, as can be seen from the illustration above, which was reproduced from one of the drawings exhibited at Knightsbridge. It is a typical example and shows everything claimed for the work of Professor Cizek. The simplicity with which the child in the picture is treated as a piece of pure design, the artistic

virility, the directness and vigour of its appeal, are the fruits of an unfettered spirit, and by no means the work of an unusual genius. Such genius as there is is the genius that every normal child possesses, and education generally throttles. There is something pathetic in the thought that all the care expended on the training of the future generations tends so often to destroy that which it desires to foster, and that our best-intentioned labours are directed towards impeding the growth of something that would blossom and flourish like the lilies of the field if we only had the faith to leave it alone.



## SUBJECTS AND METHODS.

### Despotism — Out of School and In. By J. W. Margetts (Los Angeles, California).

Despotic government, such as existed amongst Eastern nations in the days when flourished the Caliphs of Baghdad, still lingers amongst predatory semi-civilized tribes, and it has not yet been entirely discarded in Europe, notwithstanding the Parliamentary representative assemblies supposed to be elected for the purpose of safeguarding the peoples' liberties. England has been called the mother of Parliaments, as most other countries have copied from her their methods of electing representatives. This has generally been on the basis of population, due regard being paid to the geographical boundaries of the electoral districts. It was long before the common people began to derive any benefit from this system of representative government. During the Hanoverian epoch, bribery and intimidation were rampant. Rotten boroughs, only containing a few score inhabitants, were privileged to send two members each to the House of Commons, and voters sufficient in numbers to sway elections were unblushingly created in the interest of landlords, by means of a law under which sham forty shilling freeholds entitling the holders to votes were spread through the country. The common people would have been much better off under a Baghdad Caliph of the right sort. The Reform Bill was given as a sop to the people in 1832. This just saved the country from revolution. But the open voting system led the voters to be marked men by landlords, employers of labour, and the existing Government, so it was not until the ballot was introduced in 1872 that the people gained an undisputed share in the administration of their own affairs.

#### WOMAN'S REVOLT.

Soon after the ballot was introduced, some Englishwomen woke up to the fact that they were living under what they termed "a man-made despotism," a benevolent despotism it might be called, but still a despotism, as much so as though living in the time of the Caliphs, saving for a few modifications, such as the privilege of working in factories. By their own efforts, and being aided by industrial conditions during the war, they obtained a voice in the control of their own destinies by securing the franchise, and their triumph has stimulated women of other nations to work for a similar result.

#### DESPOTISM OF MINORS.

The work of the women is, however, not yet fully accomplished. The new Reform Act gives them the franchise at the age of thirty, but for men the age is twenty-one. They naturally resent this distinction, and it will no doubt be abolished before long, as their voting power as it is amounts to 6,000,000.

These women thus excluded from the franchise are in other respects not regarded as minors. It is the despotism of minors that is now under consideration. Most adults do not look upon this as a despotism but as simply the ruling of immature minds incapable of self-government. But schoolboys and schoolgirls are thinking beings. Nature has endowed them with minds and a grade of intelligence suitable to the plane of existence they temporarily occupy. A rosebud relatively may be considered immature, yet it requires air and sunshine as does the rose. Despotism absolute, if unsuitable to adults, is no less so to juniors, therefore a means should be devised by which the wants, wishes, and opinions of the latter can be fully made known in all matters concerning their daily life during the school and college period.

#### VOCATIONAL REPRESENTATION.

Here, I would remark, there is a strong sentiment amongst thinking people in favour of vocational representation. In summing up the experience of different nations, it is invariably found that members of the legal profession secure for themselves the largest share of the representation. Many vocations remain unrepresented. Advocates of this reform consider a candidate better qualified to serve and improve conditions in his own vocation than in those of a heterogeneous mass of voters within geographical boundaries. To be a schoolboy or a schoolgirl is a vocation of itself. Vocational representation would therefore actually enfranchise them and allow them to choose to represent them the most popular and sympathetic teacher with whom they are acquainted, instead of incurring the risk of misrepresentation by unknown bureaucrats whose school life is forgotten and who are out of touch with the feelings and requirements of youth.

#### MITIGATION OF SCHOLASTIC DESPOTISM.

As locations are still likely to hold the ground as against vocations for some time to come, we must adopt means suitable to present circumstances. The object in view is to abolish as far as possible arbitrary school government. I would suggest the following proposition.

I assume that as all schools submit scholars to annual examination by some outside educational body, such as the College of Preceptors, the Universities, the Board of Education, etc., the following course should be adopted:

Whenever an examination of pupils takes place there should be appointed, along with the usual board of examiners and inspectors, one additional, called "the examiner and inspector of conditions." It shall be the duty of this officer to hand out to each candidate an additional paper containing questions to be answered relating to conditions. This paper will obtain important information from the scholars themselves as to whether they are happy or unhappy, the obstacles which prevent their advancement, if any, their opinions generally on their school life, and any other matters coming within the scope of the enquiry. After having received back from the pupils the papers with the answers properly filled in, he shall then make a special report thereon, coupled with any observations he may deem advisable. These, together with the answers given by the pupils, shall be submitted to the Board under which the examination has taken place. If in the judgment of the Board from evidence submitted, undesirable conditions exist in any particular school, they (the Board) shall take such steps as may be necessary to bring about a remedy. Individual cases to be dealt with according to their merits. It is understood that these reports are to be confidential communications.

Appended is a specimen paper. Questions may be varied according to circumstances.

#### CONDITIONS REPORT.

1. What is your age? Height? Chest measurement? How high can you jump? Long jump, how far? What is your weight?
2. What is the longest walk you have taken? Can you do gymnastics on the trapeze? Or otherwise?
3. Can you swim? Dance? Sing? Play any musical instrument? Give recitations? If you do none of these things what is the cause? Chess? Chequers? Cards? or any other?
4. What out-door games do you most value? Cricket? Football? Base-ball? Hockey? Lawn-tennis? Croquet? Golf? or any other not mentioned?
5. Do you belong to any school clubs? Name them.
6. Are you fond of reading? If so, what authors? Do you belong to a library?

7. What out-door employments other than games do you prefer? Gardening, out-door carpentry, riding, boating, fishing? or are you artistically inclined and wish to draw from Nature?

8. Are your home people interested in your school reports? If you are a day scholar have you time and opportunity to prepare your home lessons?

9. Are any boys in your school snobbish or stuck up on account of having more money than others? Is the amount of your pocket money sufficient for ordinary school requirements?

10. Are there any big boys who tyrannise over the younger ones? Many fights between boys or bullying?

11. Are you on good terms with the masters? If not, why not?

12. Are you satisfied with your meals? Do you get enough to eat? Are the dormitories well ventilated? Has each boy a separate bed?

13. Have you been flogged or strapped for breach of discipline or neglect of studies? Do you approve of corporal punishment? If not, what in your opinion should be substituted?

14. What Church do you attend?

15. Some educational authorities advocate setting aside one day in each week for teaching boys the mechanical trades, such as carpentry, plumbing, also elementary engineering, surveying, building, etc., each boy choosing his own vocation. Would you prefer this plan or the present system?

16. Are you getting on as well as the average of your schoolfellows in your studies or in the playground, or are you subject to nervousness or shyness?

(Candidates are allowed one week to answer the questions specified in this paper, at the expiration of which time they are to deliver it properly filled up, personally into the hands of the Examiner and Inspector of Conditions, who will forward it, together with his report, to the Board under which the examination is held).

#### A Senior News Club. By Elsie Fielder.

In a former article there appeared a short description of a newspaper club for girls in junior forms. Since the account was written a similar club has been formed for girls of eleven to sixteen years: this is now in full swing, and interest apparently increases week by week.

The members, thirty or so in number, meet once a week. When the club was opened they selected a treasurer and a secretary, by vote. The duties of the treasurer are not arduous, for the funds only amount to half-a-crown per week. She buys papers and keeps a book of accounts. The club chose to have a "Weekly Graphic" and a "Children's Newspaper" every Friday, "Punch" occasionally, and a "Mirror" and a "Daily Graphic" several times a week.

The secretary makes careful notes of all debates and lectures and enters them in the club record book. So far there have been more debates than readings or lectures; the world grows very argumentative! Happily the debates are carried on in very good order, though members seldom show any shyness in rising to speak. A mistress acts as chairman, and each member must "catch her eye" before speaking. The "Noes" and "Ayes" sit at opposite sides of the room. Sometimes a debate proves so interesting that the girls continue the subject on a following week by reading papers which they have prepared on the same topic. Such was the case this week, the controversy being "For or Against Vivisection of Animals."

Before reproducing any of the actual work of the club members it may prove of interest if some of the side issues are explained. For example, a magazine is coming to light, and from this Senior News Club a general news

editor and a school news editor will be chosen, and contributions in the form of articles on current topics will be expected from this club. The little journal will only be published termly at first, because there seems more hope of getting a good thing three times a year than twelve. Then, of course, printing is very costly, and the magazine is to include a story for seniors and one for juniors, a puzzle and riddle page, Nature notes, and a poem, besides the articles and news mentioned before. Later there may be pictures.

Subjects for debates and papers have included General Dyer, For and Against Sinn Fein, Vivisection, Empires or No Empires, Trade with Russia, Self-government in Schools, and State Economy. Other matters with which members propose to deal are: Poland, The Lord Mayor of Cork, Pussyfoot Campaign, The Miners' Strike, perhaps a mock trial, a parliamentary evening, and educational matters—a varied programme! The last concern should certainly be encouraged: there seems no reason why girls of thirteen to eighteen years of age should not be persuaded to consider the treatment of young children under various circumstances. Indeed, what a happy thing it would prove if girls could really become interested in child psychology before they married and became mothers! It would at least lessen the work of the teachers, but of course it would do better things than that. The girls in this club are eager to begin considering the workings of a little child's mind, so there will be papers and there will be debates. Members will consider the treatment of the spoiled child, of the sensitive child, the precocious, the deceitful child, and so on. The main aim of the club is to learn to think and to develop wide interests; really, its members ought to grow up quite good-tempered citizens!

Here is some of the girls' work:—

#### STATE ECONOMY (July, 1920).

"The financial state of Great Britain is at the present very serious indeed, and the need for State Economy is very urgent.

"Unfortunately the present Government is one of the most extravagant we have ever had, and much money is spent on luxury and ministerial departments, which, though they were useful during the war, now might undoubtedly be done away with—at any rate until our financial position becomes less precarious.

"There is great indignation against the Government's failure to stop waste.

"It appears that a new Ministry of Mines is to be established, rendering permanent the expensive department established during the war for coal control.

"The Ministry of Munitions still remains, while its dumps are rotting. The Land Valuation Department still remains with no work to do, and the Labour Exchanges, though condemned by Trades Unions, also remain.

"In ordinary times the Government proposes to raise more than a thousand millions, which is far beyond the country's power of endurance. This amount has been increased since the last calculation, and even this will only just meet the expenditure if there are no more wars. The taxes continue high, doles are stopped, trade prospers; and the spending departments ask for more money. The Chancellor ought to fix the amount that we can afford without injury to the industries, and limit the expenditure accordingly. Any other system may ruin trade and bring about the collapse of the revenue.

The waste of so much money over Mesopotamia at the present time is inexcusable, and the clothing of the Guards in scarlet is inexcusable too, even if it attracts recruits.

"There is great weakness in the War Loan, and all Government stocks are greatly depressed. The excess profits tax is a failure, and all firms join in protest, and if it is allowed to continue it will cripple trade effectually, for people are afraid to invest capital in the smaller businesses, and big concerns cannot afford to make enlargements. Mr. Chamberlain has most signally failed in two directions, (a) in finding no other alternative than heavy taxes; (b) in not enforcing strict Departmental economy. The most important thing is to cut down Government expenditure, which we shall soon be compelled to do, as the revenue is already sinking."

(This is by a girl of 14½ years.)

**The Novel in the Classroom. By G. N. Goodman.**

On receiving my school syllabus this term, I found that I was to read "Ivanhoe" with a middle form. "Ivanhoe!" Visions of an easy time allured the unmethodical Me—Cœur de Lion and Robin Hood, knights and knaves, Jews and jousts and shining armour. How easy! Mere reading, a relief from the stern work of grammar and composition, a treat to be reserved for the gloom of winter afternoons.

Fortunately, the methodical Ego stood firm. Time imposes her limits. One hour a week, and one homework a fortnight, would not cover a volume of forty-four chapters and 450 pages. At most, only one chapter could be read in a lesson. Hence a steady reading through the book was fortunately impossible. I say "fortunately," because I suffered from that method in my teens. Fifty pages of "Henry Esmond" were read in five weeks, with the result that all interest was lost, the book, as far as I remember, was never finished, and I did not take it up again until seven years later. Even now, Thackeray is unpleasantly associated in my mind with this disastrous introduction.

With these considerations, I will now outline a method of treatment. As most novels set for school reading are historical, the method adopted for "Ivanhoe" may apply with little alteration to all.

A few preliminary remarks will arouse interest. Tell the boys that they will meet old friends, Robin Hood, Friar Tuck, and Cœur de Lion. Don't, for heaven's sake, don't read through the long introduction usually supplied with school editions. If you read one of these for yourself, you will understand my aversion. Read the first chapter, making sure that they realise the time, scene, and circumstances of the story. In "Ivanhoe" the first half of the opening chapter sets these things out briefly. Then two characters, Gurth and Wamba, are introduced. It is very important that the descriptions of each new character should be vividly impressed on their minds. If you have pictures, display them; if not, do some amateur sketching on the blackboard. Employ any means which will help the boys to visualise the figure, face, and costume of the character. The Shakespearean clown, with whom they are probably familiar, can be referred to in illustration of Wamba's costume.

This chapter will occupy one lesson. One or two chapters should then be set for home reading, or for silent reading in class, until an exciting episode is reached. "Exciting!" I hear someone exclaim. "Mere sensationalism, pandering to the depraved modern taste, which prefers the cinema to the theatre." Not at all. Boys must have vigour, life, and movement. Action is essential to the literature of youth. True, it should not be the highly coloured life of the penny (twopenny?) dreadful, which, after all, differs more in style than in matter from the so-called literary novel of adventure.

The method then follows the story, reading aloud all the interesting episodes and filling in the gap by silent reading; insisting on a careful oral summary of the portions which are not read aloud.

The development of characters must be made prominent by asking questions at each stage of the story, and by summing up at the end. This will be fascinating work, and can be done almost as definitely and fully as in a Shakespeare play.

Fine descriptive passages should be noted, re-read, and reproduced orally or in writing, with closed books.

The form may not be up to the standard of Scott's vocabulary, and some words will require explanation, but the reading must not be dulled by elaborate annotation or an excess of dictionary.

The book will naturally suggest a few subjects for the weekly compositions, such as a brief account of an episode,

like the archery contest; the description of a character, or the comparison of two characters, Rebecca and Rowena, for example. If the method sketched above is followed, an average class should gain:—

- (1) The interest of a story of action;
- (2) An acquaintance with several well-drawn characters, some of whom they have already met in their history, and others not mentioned in the history book, but yet typical of the period;
- (3) A fairly complete picture of the social life, manners, and costume of the age;
- (4) A rough outline of the historical tendencies at work;
- (5) An appreciation of the descriptive art;
- (6) An enlargement of their vocabulary.

**Jimmy: A Young Wage-earner. By Dink Pridham.**

Jimmy came into the factory as most lads enter the world of labour. His parents possessed a big family and a small income, and any addition to the weekly exchequer was more than welcome. Therefore, when Jimmy reached the age of fourteen he was quickly withdrawn from school and thrown into a job at so many shillings per week.

He attracted my interest from the outset. His ill-nourished body, small and undersized frame, pallid complexion, and intelligent eyes commanded attention. With his coat off, sleeves rolled back, and his apology for a chest exposed, Jimmy visualised the cheap and familiar prints of Oliver Twist, porridge bowl in hand, asking for more. Certainly Oliver required more, and in no less degree Jimmy requires more, because he is the personification of the small boy's right to live, right to be educated, and the right to a good start in life, so that eventually he may become not only a useful workman, but an intelligent and respected citizen.

But Jimmy requires a little more description. I discovered that, although he appears so puny, he spends two evenings a week at a club gymnasium, turning "catherine wheels," twisting somersaults, and jumping over the "horse." He is fond of a cigarette when no one is about, but is quick-witted, responsive, and possesses understanding. There is good material in Jimmy—if he gets a chance.

I had rather despaired of him and his fellow boy-workers, condemned to a daily indoor routine of mechanical labour, until a new vision appeared upon the horizon, in the form of the day continuation schools which begin to operate in the new year.

To Jimmy at first it will at least prove a novelty. I can already picture him dashing off home at dinnertime to change from murky clothes into his "posh" ones, as he terms his best suit, to return, not to toil, but to receive instruction and encouragement from an interested and sympathetic teacher.

School again will not appeal to the army of Jimmies in the beginning, but the possibilities that will be vested in the teacher are vital and wonderful, and if developed certain to bring an excellent response as time goes on.

This scheme on behalf of the boy-worker should prove to be the finest effort in the educational field ever undertaken. It is certain that this is the period in a boy's life when he most needs guidance, understanding and direction for all his energies.

Yet a responsible publicist a few weeks since was advocating the abandonment of the new Education Act which includes the Day Continuation Scheme as the first step in the programme for national economy. This, when the population is, mentally and physically, far from being in the category of A1, and when secondary education is denied to all but a minority of school-children. Most emphatically this should not be regarded as economy, so long as we have the problem of educating the child worker.



## SUPPLEMENT to

## THE EDUCATIONAL TIMES,

January, 1921.

## PUBLIC SCHOOLS AND ATHLETICISM.

By J. H. SIMPSON.

(Author of "An Adventure in Education.")

## I.

A great many people think of the public schools, when they think of them at all, as being primarily places where boys learn to play games. No doubt they are in some degree unjust in holding this view, but the reasons why they do so are quite intelligible. The popular press, in so far as it ever notices the public schools, confines its attention almost wholly to their athletics. The conversation of many old boys is nearly as limited. The novelists of public school life (not always quite impartial witnesses) point the same moral. There is, indeed, a pretty general belief among thinking people whose ideas about the public schools are not based upon personal knowledge, not only that the worship of athletics is about the strongest force in public school life, but that it is definitely standing in the way of necessary reforms.

Admitting that the evil has sometimes been exaggerated by recent critics, and that the past few years have brought signs of healthier conditions, I believe that anyone who has observed public school life from inside for several years, without allowing his prejudices to be altogether enlisted on the side of tradition, will concede that the popular impression is in this matter broadly true. The cult of games and athletic success does remain the liveliest interest of the greater number of boys. This cult is, both for good and bad, one of the most characteristic products of the public school system. And a study of athleticism, to use an ugly word, is a necessary part of the study of the system as a whole.

If I try to look at this side of school life objectively, I find that three aspects of athleticism have especially impressed themselves upon my experience, and I believe them all to be of interest educationally. First, what, for want of a better word, I will call its irrationality; second, the extent to which it rests upon the support not of boys themselves, but of masters, parents, and other adults; and third, the futility of most of the protests which are continually being made against it.

When I use the word irrationality I am thinking of a fact which is bound to strike anyone who tries to see public school education comprehensively, and at the same time to discriminate and justify each aspect or department of it as the complementary parts of a consistent whole. I mean the fact that although it is usually possible to discuss

any other side of school life (even, at last, the value of the Classics) coolly and with at least a show of reason, as soon as we ask the ordinary public school man to discuss "games" we are outside the sphere of reason altogether. We find ourselves in the region not of opinion but of prejudice, and sometimes, if we are not highly tactful, of passion. Argument is useless, indeed almost impertinent. On this subject quite intelligent public school men talk with amazing folly and sentimentality, while those of less intelligence will resent any proposal to interfere with the traditional school games with all the temper that a man brings to the defence of a cause which he has not the ability to justify. Ask the headmaster of a big school whether he would rather propose the abolition of Latin or the abolition of cricket to a staff meeting, or a mass meeting of old boys. Not long ago a Colonial was telling me the story of the failure of an English headmaster who was put in charge of a school on the other side of the world. He recounted the innovator's other misdeeds without emotion. "But at last," he added, dropping his voice, "he interfered with their *games*." After that what could you expect?

It would hardly be an exaggeration to say that the attitude of the public school man to athletics is a neurotic one. He clings to the obsessional idea of his games for reasons of which he is only dimly aware, and in defiance of facts which he will not consent to examine. The healthy, physically strong man likes to think of the games of his youth as alike the cause and the happiest expression of the power within him. The invalid or weakling, whose school career was undistinguished or unhappy, by a well-known law of psychological compensation sometimes attaches an intense and fictitious importance to powers which he has never possessed.

The obsession sometimes takes amusing forms. It is astonishing how many men, if they are honest, will admit that their day-dreams take the forms of imaginary athletic success. "Yes, I still make my centuries at Lord's," was said to me by a schoolmaster who had never as a boy climbed beyond the middle of his house eleven. And I have known grave scholars and efficient Civil Servants carry into advanced years a habit of imaginary "team building," which they contracted in the days when games were the most pressing business of life.

But how does the quality which I have called irrationality show itself in practice? How do we distinguish its working in the minds and actions of the men who so largely influence the policy of the great boarding schools?

First of all, in a jealousy of criticism, stronger, of course, in some schools than in others, which leads to games becoming a kind of *imperium in imperio*. It is quite usual to find the management of everything that has to do with games (in so far as it is not delegated to boys) is vested either in a "games master" or a "games committee" consisting of masters who have themselves been successful athletes, and that it is considered to be outside the province of their colleagues, or even the headmaster himself, to enquire too closely into their special department. So far as purely technical details are concerned this may be reasonable. But these specialists often claim to decide questions which are by no means technical but involve far-reaching educational principles, such, for example, as the time to be given to games, the particular games to be played, what distinctions of dress are to be worn, whether matches are to be played with other schools, and to what extent games shall be in fact or theory (for the two can be widely different) compulsory. It may help a man in deciding these questions that he should have played these games himself, but it is not in the least necessary that he should have played them especially well, or even that he should have particularly enjoyed them. In some ways he will represent a larger constituency if he has been an only moderately successful player. In any case they are questions which concern us because we are school masters, not because we are athletes. It is a weakness in the position of the athletocrat that, though he believes, or assumes, games to be one of the most valuable elements of public school training, yet he dislikes and opposes any attempt to treat them as one part of a general educational scheme.

It is this dislike of criticism, even constructive criticism, which is responsible for the second example of what I have called irrationality—I mean the inability of the athletocrat to tell us at any given moment precisely what he is after. Games have been encouraged at different times by all manner of different people, few of whom had any definite notion of what they wanted, or why they wanted it. They have been developed unsystematically, and without plan or forethought. And that is why you will hear the same game justified for entirely different and contradictory reasons even by the same people. "Training of the Will" (whatever that may mean), Physical Development, and Recreation are all given as the object of an identical form of bodily exertion. Yet sometimes, at any rate, they are incompatible. The mere phrase "compulsory games" has a queer sound to those who have not been brought up to the use of it. I do not mean that a compulsory game cannot produce enjoyment. Of course it can. But do let us have some idea what we are doing. Take, for example, a scene fresh in my memory. A small nervous preparatory school boy batting at a net; a genial bully of a master shouting at him to "keep that right foot still," another and larger master taking healthy exercise by bowling at him with considerable speed and inaccuracy. What exactly was the boy doing beyond providing the two men with amusement and exercise? Was it recreation for him, or physical training, or was he merely having his character formed? If the last, did his headmaster call

it an in-school or an out-of-school occupation—work or play? The distinction between work and play is subtle, to be sure. And there is a school of educational thought which for all practical purposes denies its validity. But that is not the school to which the ordinary games master belongs. On the contrary he is usually the type of man whose chief objection to "these modern methods" inside the class-room is "that they seem to turn work into a kind of game." Another example occurs to me in a custom which prevailed a few years ago at a famous school, and, for all I know, prevails there to-day. In that school a boy had every week to earn a certain fixed total of "points" in what was mistakenly regarded as his spare time. A different number of points was awarded for playing cricket or football, for playing fives, for playing in a house match, for watching a house match, for playing in or watching a school match, and so on. If a boy's weekly total was deficient he was flogged by the captain of games in his house. I am not for the moment advancing any theory so revolutionary as that it is undesirable for a boy to be beaten on his buttocks with a toasting-fork because he indulges in interests other than games. I am only pleading that for the sake of clear thinking we should be told by those who favour the practice exactly what emotions the process is supposed to stimulate, and in particular whether it gives the boy a greater liking for games.

In regard to the most elementary questions of policy as to games there is the same confusion, and not a little hypocrisy as well. The public schools have never really made up their minds whether they aim at letting a boy play as many games as possible with reasonable skill, or making him a specialist in one or two games only. The former plan is preferable from the point of view of all-round bodily training, and gives a boy the best chance of obtaining exercise and amusement after he leaves school. But though there is a certain amount of lip-service paid to this ideal it is in practice the other plan which prevails. The demands of inter-school competition severely limit the number of games played at each school. And yet it is really rather absurd that, when schools are so elaborately organised for games, and so much time and money are already spent upon them, any boy at a large school should not have the chance of learning to play at least football, cricket, hockey, and lawn-tennis, if he wants to do so.

There is the greatest possible vagueness, too, about the relative value of games as physical training. It has always been assumed at the public schools that the best athlete is physically the fittest man. So he is the fittest—for *athletics*, but not necessarily for life. He may become so dependent upon an extravagant amount of physical exertion that without it his health will suffer. Even while he is still able to play games his development may be narrow or uneven. A brilliant cricketer may be unable to walk at a decent pace for ten miles. A dashing footballer may be a poor hand on a mountain side. Among the surprises revealed by the Great War was the existence of a "leg" which allowed a man to take all manner of exercise at games, while it precluded him from active service in the field.

The fact is that there is a sacred triad of games sanctified by tradition—cricket, football, and "sports" (the last to be interpreted in one particular sense). To question

the omnivalence of these is blasphemy. To maintain that they and the few minor members of the hierarchy do not fulfil all that they claim is to be a crank. To suggest that some of the qualities which are attributed to them belong also to other forms of activity which have in addition a higher æsthetic value—dancing, for example, or eurhythmic—is almost to incur the charge of being “unmanly.”

What humbug it is! Why cannot we examine each game on its merits, realising that its value may vary enormously with differing conditions, and that a game which is suitable for one age or generation is wholly unsuited to others?

Take, for example, cricket, which some still call our national game, though that title might now be transferred with good reason to Association football. Cricket can be splendid fun and fine exercise so long as everyone is playing because he wants to, nobody plays too skilfully, and the conditions of playing are not too elaborate. But as soon as we have elaborately prepared grounds, scientific coaching, and the professional atmosphere which turns a pastime into a business, as soon, in fact, as organisation and compulsion take the place of spontaneity, the essential weaknesses of the game are exaggerated and its real merits are obscured. I cannot see how an honest observer of the public schools can refuse to admit both that cricket has become a bad school game and that a great many boys are thoroughly aware of the fact. It is not only “bookish” or “unmanly” boys who find cricket intolerable; plenty of footballers, boxers, and cross-country runners, who cannot be accused of “softness,” regard it in the same light. I am not thinking of house matches, which, just because everybody or nearly everybody is playing for something greater than himself, represent public school sport at its best. We can many of us recall house matches that still live before us intense and dramatic, unforgettable moments when on a crumbling wicket or in the bad light after tea our heroes met their fate. But “the breathless hush in the Close” is not to be felt every night. Else life would be altogether too tense. I am rather thinking of the usual school games, particularly those of the younger boys, on an ordinary summer half-holiday. What will an intelligent and enquiring stranger see if he is present? He will find a few boys who, through specially careful training or natural gifts, are able to enjoy the exercise of an expert skill. For them the game may be recreation, and perhaps something more. The rest find in the game no particular pleasure or outlet for energy, physical or mental. It is not even compulsory playing—it is compulsory loafing. And it would be hard to think of a fallacy more dangerous for a public school master to entertain than to confuse loafing with recreation. The man who has “immorality” on the brain, and who talks to us gravely of the “dangers of the summer term,” has no reason to be friendly to cricket. Why does he not try to remove at least one ground of his fears, by protesting against the compulsory allotment of so many hours to physical inertia and mental vacuity?

When we remember besides that cricket of all school games gives the most opportunities to posture and attitudinise; that it concentrates the greatest attention upon the individual, and that it lends itself most easily

to “averages” and other statistics, then great indeed must be our faith if we continue to worship at the old altars.

Leaving this digression to consider other examples of what I have called the irrationality of athleticism, we find that quality in the peculiar conception of the relation between moral goodness and devotion to games which the Muscular Christianity movement bequeathed to the public schools. There is no need to describe the breezy athletic cant which is so often heard from the pulpits of school chapels, the praise of “heartiness,” the attempts to identify the Christian and the “good fellow.” So common has it become to preach the athletic gospel that some preachers in addressing boys think it necessary to drag in a reference to games in defiance both of reason and humour. The clergyman whom I once heard tell a congregation of school boys that they should take Jesus with them wherever they went, “into the classroom, into the dormitory, into the scrimmage,” was doubtless an extreme instance of this error, nor would it be fair to make the athleticocrats directly responsible for him. Judging from my memory of him, I do not think that his knowledge of scrimmages can have been intimate or extensive. But the silliness of men of his type is indirectly derived from the traditional cant.

It might be argued, perhaps cynically, that so long as this pietistic, sentimental stuff is only part of the great mass of vague and unreal “chapel talk” it cannot do any great harm. For who takes it seriously? However that may be, the fact remains that some schoolmasters do in practice place their faith in the supposed coincidence of enthusiasm for games and what they are pleased to call “morality.” And they will apply the theory not only to individual boys but to houses or schools. Here indeed is ground for an immense amount of self-deception and rationalisation. Of course the theory, so far from being true, is full of fallacies. At any rate boys themselves, if they keep their eyes open to what goes on about them, usually believe quite otherwise. They know that if there is any connection at all between athleticism and “morality” it is often of a kind exactly the opposite of what is supposed by their elders. For in some schools and houses the worship of games is so intense that the “blood” is allowed a licence of speech and action which public opinion would deny to the undistinguished, and the athlete is more likely to be below than above the common standard.

In other aspects, too, of the ethical value of games do we not find people dangerously confusing ideas? How glibly they talk about “teaching a boy courage.” Well, modern psychology and the Great War together have taught us something about how people can learn courage, or rather how they can repress fear and the tendencies associated with it. It can be done, of course. But it can never be done except at nervous cost. Because the payment—whether in physical or mental currency, and whether large or small—is usually made long after the boy has escaped from his master, the master forgets that the account is yet to be rendered. But he ought by this time to know better.

It would scarcely be straining the term irrationality if I applied it to that curious tendency to transfer the idioms of the playing-fields to the less simple issues of the

outside world. "It isn't cricket," "to play the game," and all the other familiar phrases: they represent something which is essentially fine, so far as it goes. But it does not go far enough. There is no harm perhaps in public school men merely *talking* about politics, economics, and the sciences in metaphors derived from athletics. But language of this kind may easily lead to confused thought and ill-considered action. And the public school man, shaken out of his complacency, may learn, perhaps too late, that the code which was good enough for the playing-fields is tragically inadequate as a guide to the moral mazes of our bewildered age.

But, when all is said, the most surprising and the most annoying example of his irrationality is the inability of the athleticist to see the strength of his own case; he does not realise, and he refuses when the fact is put to him to admit, the reason why games make their particular appeal. It is just because they express certain basic tendencies of boyhood, upon which should be built the whole fabric of adolescent education, and not one department alone. In so far as games make fuller and more constructive use of those tendencies than does the other organised work of the school, games are more truly educational and in the long run higher ethically. And it would seem natural that the enthusiastic athlete should recognise the virtue of his own work and point out for the profit of other teachers the principles which it illustrates. Then, indeed, he could help enormously the cause of education. But in practice his attitude to other educational questions is too often purely negative. Provided that his games are not interfered with he will in other respects be as good an obstructionist as the best. He might at his worst be called the Ulsterman of education. For himself he has got pretty well what he wants, and the fact that a number of other people whom he is inclined to suspect or dislike have emphatically not got what *they* want only shows the discernment of a benign Providence.

There are as a matter of fact a great many lessons which all schoolmasters can learn from games, if they will take the trouble to observe them carefully and to think about what they observe. I will mention three. First they will find that many boys who appear to have no power of continuous effort or attention in the classroom will show astonishing perseverance in trying to improve themselves in skill at some game. They will find among those boys some who do not expect ever to reach any remarkable level of skill and who have no particular ambition to win applause or prominence. And it may occur to them that this perseverance and self-disciplined practice are possible because games, unlike most classroom work, allow a boy to learn from his mistakes, to see where he is wrong, and to measure his own progress. Here is a real ethical value in games, a more genuine "mental discipline" than the phrase implies in current cant. We can apply this thought in school hours to our choice both of methods and subjects, and we shall find in it one justification for the increased attention which has been paid during the last few years to all forms of manual training.

Or again, how often we forget that the deepest difference between work and organised games at a public school is not that one is compulsory and the other voluntary (for both are compulsory), or that one is interesting and the other

dull (for both are sometimes wildly interesting and sometimes infernally dull), but that one is essentially competitive and the other essentially co-operative. One, at its worst, is organised selfishness, the other, at its best, is collective unselfishness. In games almost alone do we find an outlet for the team spirit which is one of the strongest forces of adolescence. And one of the hardest, but also one of the most important, tasks which the future educator will have to solve will be the extension of the team spirit till it transfuses the whole active life of the school. But first there may have to be a clean sweep of marks, orders, prizes, impositions, and all the old paraphernalia.

And, lastly, it is significant that the side of the school life which is beyond all question most absorbing is also that in which boys are the most free to govern themselves. Not that self-government in athletics is in any way complete. The games master, as we shall see, usually takes good care of that. And here, as elsewhere, the meaning of "government" is extremely narrow. But for the most part it is true that games are controlled by boys and that the system does teach them, or at least some of them, to be leaders and organisers. Cannot the qualities thus produced be enlisted somehow on the side of work as well as of play?

So that there is plenty for the games-master to teach us from his own experience, if he will only face the facts and take himself seriously as an educationist. But that is just what he usually declines to do.

## II.

That in regard to all questions which concern games—what games shall be played, when they shall be played, how important they shall be, and to what extent they shall be compulsory—masters are at least as conservative as boys will be admitted I believe by any impartial observer. And in nine cases out of ten the influence of Old Boys' clubs or associations is also active on the conservative side. It is boys, for example, far more than masters who demand alternatives to cricket, and less compulsion. And it is the attitude of adults which in the last resort makes reform so difficult. The first step forward must be to understand why so many masters do in fact resent any proposed change.

It is not quite enough to say that the public school master is nearly always on the side of tradition. Of course that is perfectly true, and for a variety of causes. In particular there is the system of in-breeding, by which the boy who has conformed most closely to the mould while still at school is often invited back to his old school to stamp it on later generations. But we must go a little further and see whether there are any motives which make masters support the athletic tradition in particular over and above their general conservatism.

I think that there are such motives, though the principal one is to a large extent unconscious.

Before we can reach any solution we must find an answer to a more fundamental question—why people in most cases choose teaching as their profession? What is the

deciding, though not necessarily conscious, bias which impels a man to be a schoolmaster? No doubt the man who claims that he has had a "call" to the work is perfectly honest so far as his knowledge goes, and so is the man at the other extreme who says frankly that he likes the long holidays and the opportunity of playing games. But it hardly needs the conclusions of the psycho-analyst to convince us that for all of us in the big decisions of life, as in the small, there are powerful forces playing their part behind the scenes. In the case we are considering (that of the man who chooses to spend his life in teaching boys) it should not be a difficult task, though it may be a thankless one, to bring these hidden conspirators into the light.

I believe that the principal, though by no means the sole, unexpressed motive which makes us want to be schoolmasters is the desire (springing from who knows what early influence?) to dominate others, to express ourselves in terms of authority. Other people, of course, besides the schoolmaster, feel and express the same desire—the business magnate, the successful politician, the policeman. But it is the peculiarity of the typical schoolmaster that he can only assert himself at the expense of those younger and weaker than himself. Hence the sting, unforgettable to many teachers, of Bernard Shaw's gibe: "He who can, does. He who cannot, teaches." For the cruellest stab that you can give to a self-satisfied schoolmaster is to suggest that, whatever he may do with boys, he is incapable of holding his own in the world of men. And it is only fair to say that quite often the reproach is manifestly untrue.

But after all, there are various kinds of domination. The point I want to make is that as things are the schoolmaster is very often not only a man who wants to dominate other people, but a man who is only capable of dominating physically, that is to say, one who will express his superiority through athletics alone. I am thinking, remember, of the great mass of teachers at public schools and preparatory schools (for the two should be thought of together) not of a few famous schools which possess an intellectual tradition. This was not always the case, nor will it always remain so. So long as the unshaken belief in the one and only classical curriculum survived, the public schools enlisted the enthusiasm of men who were certainly scholars before they were athletes. And again, when education is regarded more scientifically than it is to-day, and modern subjects and methods have been firmly established, the public schools, if they can afford to pay them reasonably, will once more attract men of intellectual distinction. It is possible, too, to imagine conditions in which plenty of men of ability would devote themselves readily to the education of boys of less than fourteen years. But in the past many preparatory schools have been staffed by men, who, possessing no doubt all the moral virtues, have been intellectually the dregs of the Universities. It is not to be wondered at therefore that such masters have steadily, though not always intentionally, done all they could to encourage those activities in which alone they could express their sense of power.

It is always possible that from the time when a boy enters a preparatory school to the time when he leaves a public school the masters with whom he is thrown most closely in contact will be men who think of education, and other things as well, primarily in terms of games. He may pass from the preparatory schoolmaster, who talks of him as a "ripping little bat," to the house-tutor, who discourages a dramatic society because it "takes away interest from football." And his house-master may be one of those retired gladiators who sometimes have considerable influence even in schools which boast a tradition

of a wider culture. They are strange figures these ex-internationals or ex-champions, half ludicrous, half pathetic, living on their legendary triumphs, the heroes of pavilion gossip, high priests of athletic snobbery and obstructionism.

I remember the contribution of one such man to a conversation at which I was present some years ago. One of the great dignitaries of the Church had died, and we were discussing his probable successor. Somebody suggested a name. "What! The Bishop of X," exclaimed our athlete in horror. "He can't even catch a ball! He was down in camp with our boys' club last summer, and he threw like a girl!" Poor Bishop! I could not help being glad later on that the then Prime Minister or his advisers found themselves able to overlook that particular disqualification.

It is important to realise that the kind of man we have been considering is almost certain to ruin a good deal of what is really admirable in school games. He will destroy the full possibilities of self-government. For it will always matter more to him that games should be "efficient" and the school teams successful in their "important" matches than that their organisation should be the genuine work of the boys. Similarly he will gradually diminish the recreative element. Games are not so much to be enjoyed as to be learnt, like work—in fact he makes them into work for the boys. He can enjoy them himself, for he does enjoy ordering boys about and telling them what rotters they are if they don't take the thing as seriously as he does. But what they have to do is to play in the way they are told. "So we'll jolly well have an extra practice every day until you slackers wake up." And he goes home feeling full of virtue. He will even lie awake at night wondering why young So-and-so, who might if he liked be quite a decent three-quarter, can't be made to buck up.

So much for the attitude of masters to games for motives which are unconscious or half-realised. But there is a phrase popular with, but not confined to, senior masters which conveys a deliberate policy. "After all," they say, "compulsory games do keep the boys out of mischief. So long as they are playing cricket or football we do at least know what they are doing." The final defence of cricket, for example, turns out to be just the fact which seems to many of us to damn it, that it goes on for so long a time. The words are important because they express so shortly a whole theory of human nature, and also show at the same time why the athletic cult has proved to be so acceptable to educational orthodoxy. But what a withering criticism of the usual early training of boys, and particularly of the preparatory schools! For if what the words imply is true, it means that boys by the age at which they enter the public schools have had so little training in how to use their leisure, have acquired so few healthy interests, and enjoy so little freedom that unless their so-called recreation is regulated and stereotyped they will resort to "mischief," whatever that word may mean, and it usually bears on the lips of the masters who use it the same rather nasty meaning. And behind all such remarks there lies that distrust of human nature upon which traditional education has in the main been built.

### III.

Against the extreme athleticist position there has been during the past few years a continuous stream of protest—in newspapers, novels, treatises on education, and even sermons. And individual masters up and down the land have refused to bow the knee with their colleagues. But sympathise as we may with the authors of these protests

we cannot honestly congratulate them on their success. Before the war they had little to show for their labours, and it is not yet certain that the interval since 1914 has not told against them. I shall be well within the limits of my subject if I try to explain why the protests against athleticism have been so futile.

It must be remembered, first, that many of the protests have come from ignorant or prejudiced quarters. People who have not themselves been connected with the public schools have sometimes shown in their criticism that they know very little about the subject; at other times they have raised the suspicion that, for social or other reasons, they are too deeply prejudiced against the public schools to be able to speak with impartiality. While critics from inside the caste have not usually been themselves successful athletes, and have not therefore wholly escaped the suspicion that they are only taking a roundabout way of calling the grapes sour.

But these are only minor points. The real reason why criticism of the athletic cult has failed is that it is almost always negative. The critics sneer or denounce, and do nothing more. It is no use to laugh at the athlete for his blindness to other sides of life if you cannot suggest other and better ways of using the energy for which he does at any rate provide one form of expression. Such criticism, working by contra-suggestion, only strengthens what it seeks to destroy. The conscientious objector helps to make jingoes, and the "high-brow" helps to make Philistines. If criticism is to be constructive it must recognise whatever is good, learn wherever there is anything to be learnt, and apprehend all that can be said for the other side.

No doubt there are many aspects of athleticism which may rightly make us indignant. Take, for example, the way in which games are exploited by the Press, and an absurd publicity given to the achievements of mere children. Or we may detest the endless "distinctions" of dress which many schools so jealously preserve. A taste for athletic millinery often lasts beyond youth, when as things are it is excusable, to middle age, when it is ludicrous. Again, we may regret that it is next to impossible to find a competition which is not degraded by the addition of some "cup" or "shield." And the costliness of the whole system may strike us as rather appalling. Surely in present economic conditions we might take any opportunity of saving a little money, if it were only the salaries of professional coaches.

There is plenty to provoke the anger of anyone who stops to think. And yet these are only, as it were, the accidental features of the system, and to allow ourselves merely to be angry with them is to produce nothing and probably to end by being bitter and petulant. It is the whole system which is under examination, and if the process is to lead to anything useful we must try to see what there is good in it, and be ready if necessary to make admissions which may seem at first to be unfavourable to our cause.

As I said before, I believe that the athleticist has a much better case educationally than he usually knows. There is no need to repeat at length the claims which he can rightly put forward—that he teaches boys to concentrate and to persevere, or rather gives them the opportunity of learning these lessons for themselves; that by appealing to the team spirit he gives free play to their most generous impulses; that he allows them (imperfectly, it is true, but partially, and more than anyone else) to manage their own affairs. But there is another kind of appeal which games make to a large class of boys, many of

whom do not themselves play with any particular skill or enjoyment. The appeal in this case is not physical or moral, but purely æsthetic. If games help to supply a need in this field of education, which has hitherto been badly neglected, they should receive the credit due to them. There is commonly a vast amount of ugliness in the life of our public schools. If it was ever a conscious wish of those who rule them to surround the youth with beautiful objects, the wish has long since lapsed or been sternly repressed. Old buildings are not always venerable or beautiful. New buildings may be hygienic but hideous. It is almost an article of the orthodox faith that classrooms must be bare and unattractive. Stone stairs and iron bars are still features of the ordinary boarding-house, and there is apt to be a touch of squalor in the familiar study passage. It is not surprising if a boy turns gladly from all this to the sight of a cricket match in June, the ordered ritual of movement on the clean turf, the grace and dexterity of the skilled players. We do not, after all, in the course of his education, show him many things more beautiful than the bodies of his friends at play. Not that I want to advocate a deliberate cult of games for their æsthetic value, a conscious connoisseurship of athletic beauty. "In the gymnasium of Lacedæmon," so Pater tells us, "no idle bystanders lo—well, Platonic loungers after truth or what not—were permitted." I am sure that my public schoolmaster friends do not want to encourage loungers, Platonic or otherwise, about the cricket nets on summer evening. The æsthetic pleasure of which I have spoken is for the most part unconscious. Not till long afterwards do we, as a rule, realise its keenness. But do not let us on that account leave it altogether out of the reckoning when we are trying to discover why memories of games have won their way so subtly into our affection.

The public schoolmaster, then, who thinks that the value at present assigned to games is essentially false must yet admit that they make a many-sided appeal to boyish nature. And if he is intellectually honest he will not feel quite comfortable till he has faced two other not wholly welcome thoughts which are certain to come to him in the course of his work—that the athlete is on the whole more public-spirited and unselfish than the non-athletic boy, and further, that the former is surprisingly often the more agreeable, interesting, and socially attractive. Not only is the athlete the more capable leader and prefect, but he is the pleasanter companion at the tea-table.

The first of these two facts is a favourite claim of those who support the athletic tradition. The athlete, they contend, not only makes the more efficient leader both as a boy and in later life, but he thinks and acts less for himself and more for the community. Only the other day I heard a comparison drawn between A and B, two former members of a famous college, each extraordinarily successful in his own line. A, the scholar, and in no narrow sense the "intellectual," had "done nothing for his college" (except gain his brilliant academic honours); B, the athlete, had been the leading figure of his year, had been captain of the boats, and had brought fresh honour to his college by giving it the headship of the river and the advertisement of a success at Henley. The latter, so I was told, was the model public school man, full of public spirit and always ready to serve the community; the former with all his ability had been of no use to anyone except himself.

It is tempting to reply that brains come into their own later in life than muscle and "heartiness"; that in twenty years time A will very likely be making some valued contribution to the thought of his age, while B, sitting in his club, will be telling not wholly accurate stories of his former

feats with the oar. But the true and sufficient reason why the athlete is commonly the best servant of the public is that at present athletics are almost the only recognised form of service. There are not, after all, so many things that the boy or undergraduate can "do" for his school or college outside the sphere of athletics; there is nothing else which he can do so conspicuously, nothing in which success when it comes is so unmistakable. This is particularly true of the undergraduate, who takes no part in the government of his college, has no voice in deciding its academic or domestic arrangements, and is in no way responsible for its discipline. In matters of discipline, indeed, he is treated exactly like a child, and in present conditions we may find the man who has commanded a battalion being sent to compulsory service in chapel by some "remote and ineffectual don," whose authority rests upon a preposterous tradition. The schoolboy's opportunities are more numerous: as the trusted prefect, the confidant and lieutenant of his house-master and headmaster, he has an authority which extends far beyond games. There is scarcely any side of school life in which he cannot if he likes be influential for the common good. But the most conscientious prefect must sometimes feel that if he is a servant of the public, it is in the same sense in which a policeman is the servant of the citizens—law abiding or otherwise—who live along his beat. He is not chosen by the people among whom he works, nor is he responsible to them. He is not their leader in any enterprise which excites their enthusiasm. The best of prefects may be eclipsed from the public view by any nincompoop who puts up a good game of cricket or football for his school or house.

So long as the games "department" is the only one in which we allow boys to manage their affairs, and so long as their team spirit finds expression only in that direction, we must not be surprised if we find that they think of public service mainly in terms of games; so long, too, I must add, as rivalry between schools and houses is confined for all practical purposes to games and to only a few of these. There are no Dionysiac festivals for the public schools, no rivalry in writing, acting, or "producing" plays; there are no musical contests, no joint exhibitions of the results of handicraft or scientific experiments. Or, if there are, the public has never heard of them. There are Lord's, Henley, and—*longo intervallo*—Bisley. The world—by which I mean the world that can afford to send its sons to the public schools—concentrates its attention on these or their winter equivalents. It may for a short time be beguiled or startled into taking notice of other aspects of education; but it will not feel for them any sustained enthusiasm. It won't, for instance, go to the length of putting on its best clothes for them.

Such being the scale of values in the outside world, boys, finding also that athletics provide almost the only opportunity for appearing as the representatives of their schools, naturally enough come to believe that athletic success is the one kind of success which their elders really appreciate. It is easy then to understand why among schoolboys the athlete, even if he is not particularly intelligent, is often the better companion and further advanced in his "social education" than the others. He has more assurance because he is good at the things at which his world thinks it is worth while to be good. He has more to say for himself, because he is accustomed to talk to older people about the only subject in which they are at the same time interested themselves and ready to listen to him as to something of an expert. The approval of his elders gives him self-respect; he brings more confidence to his social life, and therefore he gets more out of it. And boys are quick to observe all this and to draw their own

conclusions. The successful athlete becomes enviable not only for his games but for what his games lead to. And so we find one more reason why a boy, even though he may not particularly like games nor be one of those who want to play them well from a sense of duty, may yet feel that while he is at school games are more worth caring for than anything else.

If there is any truth at all in what I have said up to this point, one conclusion follows inevitably—that we ought not to regard athleticism as something separate in itself, but as one part of a closely connected system. If it is a force which ought to be checked, this can only be done by so re-modelling the life of the school or house or classroom that they will provide other and more fruitful channels for the expression of forces which at present find an outlet only in athletics. It is essentially a question of the re-direction, and not the repression of energy.

It was my great good fortune to be for some years a master at a school which, remarkable in many ways, was remarkable not least for its entire freedom from the worst features of the cult of games. And yet at first sight this school might not appear to differ markedly from other small public schools in the matter of athletics. The orthodox cricket and football were played, with hockey in addition, and there were the usual athletic sports in the spring term. Nor was the time compulsorily spent on games less than at many other schools—and there was no lack of nets, football practices, and so forth. Moreover, the ordinary games were played with at least as much zest as I have seen elsewhere. And yet nobody who had been brought up in the old public school tradition could be a master there for many weeks without realising that the attitude of the boys to games was quite different to that with which he had himself been familiar, different, and I believe altogether more healthy. The difference could be seen in many ways. First of all there were no conspicuous "bloods," and if one happened to have lunch or tea in hall with the boys one did not find that conversation came back incessantly to games. The influence of prefects seemed to depend surprisingly little upon their position at games; personal popularity depended upon it even less. Games were recreation not business, and they were definitely subordinated to the wider interests of the school. Certainly in this school there was no *imperium in imperio*, no province where the king's writ did not run. In fact I can remember my conventional prejudices receiving a sad shock when I saw a boy summoned from the field to the headmaster's study while cock house match was actually in progress, or heard that a boy was not allowed to be a member of the school eleven because he was still in one of the lowest forms. Extreme measures, no doubt, but I have realised since the wisdom of the headmaster, who, while virtually creating a new school, set his face from the start against the earliest signs of an insidious evil.

It is worth noticing that, just because games were treated as a pastime and not, as at many schools, a kind of perverted religion, they probably gave on the whole a greater amount of general enjoyment. Some of the older boys who were not particularly skilful were yet able to get a considerable amount of amusement from a comparatively junior game without feeling that they were objects of contempt because they were not worthy of "better" company. The same thing was true of masters. At the ordinary public school there is too often an absurd idea that it is rather beneath the dignity of a master to play games (at any rate cricket or football) unless he can hold his own with the best boy players. In consequence only a few of them play. But I can remember that at this school several of us played cricket in quite humble games with an



enjoyment not to be measured by the number of runs we scored. And if, as is usually maintained, it is a good thing for masters to join in the games of boys, that is a point in favour of the conditions which I have described.

It is not much use, however, to describe how we differed from other schools in the matter of games unless I can at the same time give some idea of how the differences were brought about. It arose from the forceful personality and bold sagacity of the man who as headmaster and re-founder of the school had come to be recognised before his death in 1919 as one of the most original of contemporary schoolmasters. He took with him to his work in 1900 a clear impression of some of the chief faults of public school education (athleticism among them), and a determination that these should not be reproduced in the school which he meant to mould to his will. To this end he used all his ability and great personal force with remarkable success. The question of games was, of course, only one of many on which he felt strongly. His indifference to them, except as recreation pure and simple, was profound, and to strangers sometimes rather disconcerting. I remember the puzzled and half contemptuous look that he gave a distinguished visitor who had gravely opened a conversation at the dinner-table with the words "Bad news from Australia, isn't it?" It would be hard to say which was the more surprised, the guest at finding a schoolmaster who was unaware that a "test match" was in progress, or his host at the idea of anyone of intelligence being seriously interested in the matter.

This firm disapproval of athleticism was reflected in the rules and organisation of the school. Nothing was sanctioned which could give boys any excuse for thinking that games meant to those in authority anything more than their actual face value. Glaring distinctions of dress (scarves, ties, and the rest) were unknown, and not only the minds of boys but the pockets of parents benefited from the absence of the usual millinery. Prefects were chosen with the least possible regard to athletic prowess. There was no glut of empty and futile denunciation, but there was a fairly definite idea abroad that the type of boy who was always talking or thinking about games was not the type best loved by those in authority. And it should be added that there were no matches against other schools. Perhaps there were other reasons for this, but I know the headmaster disliked the ridiculous importance which is often attached to these games, and the glamour and excitement which lead boys to regard them as the most momentous events of the school year.

So much for what may be called the negative measures against the growth of athleticism. But far more effectual were the positive and constructive influences which more than at most schools allowed boys to busy themselves with occupations and interests other than games. Every visitor who had an opportunity of judging was struck by the interest which boys took in their school work. The curriculum had been lightened of much that is customarily most distasteful. The classical languages were voluntary subjects. The French lessons were living conversations in French, not bad imitations of the traditional method of teaching Greek and Latin. The reading of English and French literature was encouraged. Science was without doubt the most prominent subject in the school. Partly on account of the nature of the curriculum and partly because the school was in a sense new there were few traces of what foolish people believe to be the schoolboy's natural antipathy to work. A boy could discuss a problem of physics at the dinner table without being considered a prig, and habitually spend extra time on his preparation without provoking a smile or a sneer. Out of school hours, too, the many different pursuits which are called

for convenience natural history were encouraged to the full, not merely tolerated, and there was plenty of dramatic activity in connection both with the annual school play and the still more educative, because more spontaneous, house plays.

These remarks would be incomplete if I did not add that the ethical teaching of the place and the standard maintained by the boys held out an ideal of service to the school which could not be satisfied by the mere playing of games, however disinterested might be the motive and however impersonal the reward of success.

I am not seeking to hold up this school as a perfect example of how to solve the problem of athleticism. Possibly in this matter as in others it is valuable to educators more as a proof that boys can live up to a certain standard of conduct than as an example of how that standard should be brought into being. But the experience of this school—and no doubt of others—seems to show that if boys spend too much time and energy on games it is not so much the "fault," as it were, of the games (provided always that their elders take a sane view of games) as of the other sides of their education. The problem of athleticism, I repeat, is only one part of the whole problem of education. We have seen that at present games offer almost the only outlet for certain boyish impulses and desires. It cannot be doubted that if the curriculum and methods of teaching in the public schools were drastically altered, so that the work of the classroom could be more creative, and above all more co-operative, boys would naturally bring to that work much of the mental energy which is at present absorbed by games, though I hold that the full result depends upon there being introduced into the classroom a far greater measure of freedom than any public school at present allows. But we ought to go further than this and ask ourselves whether those qualities which games alone are commonly supposed to produce—leadership, public spirit, the power of working smoothly with others—might not in fact be produced by activities of a different kind, if only a school would encourage these in the way in which the public schools encourage games. Does not the available evidence show that natural history and other societies, school farms, play acting, and other co-operative enterprises can produce these results and others as well? To a certain extent the prominence of the Officer's Training Corps during the war taught the same lesson. It was by no means always the athlete who proved himself the most efficient or intelligent leader of section or platoon. And once this supposed ethical monopoly of games is infringed, the physical monopoly also will disappear and the supporters of physical training, dancing, and eurhythmics will have a chance of showing how narrow is the conception of physical culture which is bounded by football, cricket, and running.

The changes of which I have spoken, though they reach far, cannot be called revolutionary in the sense that they could not be introduced into a school organised on traditional lines. But in my opinion there will be no finally satisfactory way of diverting the excessive thought which boys spend upon games, or upon less reputable interests, until we give them a far wider responsibility and freedom of choice in managing their own affairs, even at the cost of breaking with our old and favourite prejudices. At present games, because they are dominated by masters rather than by boys, provide the only field for the exercise of certain collective impulses which naturally exist in any group of growing boys. But only in a school which gives to every boy some share in its government, and at the same time the greatest possible measure of personal freedom, will those impulses find their healthiest and most creative expression.



## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

### The Burnham Report—and after.

It is not unusual to meet people who think the work of the Burnham Committee is now practically at an end. They are quite mistaken. The committee is not only at work again, but during the months intervening between now and April, 1921, its work will increase and its meetings will be frequent. After an interval of two months the committee (primary schools) re-assembled on Thursday, 2nd December. I understand the main business was the formulation of a Standard Scale I, and that the sitting came to an end before the task was accomplished. No one will be surprised at this. The task is not an easy one. Standard Scale I is to occupy a place between the P.M.S. and Standard Scale II. The key figures of the Provisional Minimum Scale are £160—£10—£300, and the key figures of Standard Scale II are £172 10s.—£12 10s.—£340. The question before the committee was to find key figures between these two scales—not an easy matter.

The committee will meet again before these notes are read, viz., on 16th December. It may be therefore, readers either now know what Standard Scale I is or that the committee have failed to construct it. If there is no Scale I it has been suggested in some quarters the report as already agreed will be inoperative. This is an entirely wrong view to take. The report will stand, but without Scale I, and it will be open to local authorities acting on their own initiative to offer in its place a scale of their own. It will not, of course, be the committee's scale, and will lack the authority of the committee. It is far more likely however, that authorities unwilling to improve on the P.M.S. will, in the absence of a scale, elect to continue their teachers on the P.M.S. until the expiration of the period of peace to which they are entitled under it. Many teachers would prefer this to the acceptance of a scale only slightly better, knowing that such acceptance would involve a period of peace until 1925. This position may not have arisen and Standard Scale I may now be an accomplished fact. At the moment of writing it is impossible to say. I will venture to this: If there be a Scale I it will differ so little, if at all, from Scale II as to make its existence scarcely worth while.

Apart altogether from the construction of Scale I, the work of the committee will be most strenuous. The whole of the provisional agreements between teachers and their local authorities have to be submitted, examined, and ratified, and a complete schedule of the local areas and the scales appropriate to them is to be issued by April, 1921. The negotiation of these provisional agreements is proceeding now. Unfortunately, a bad feeling has arisen owing to conferences of local authority representatives held to consider scales appropriate over wide areas. The most notable of these has been a meeting of the L.E.A.s of the fifteen largest cities in the country. These have decided Scale III to be the highest to be offered to their teachers, and they advise it should not be exceeded—a serious matter, meaning there is no intention to allow Scale IV outside the London area. Other "combine" meetings have been held—notably at Nottingham and Bristol. Altogether the situation is full of trouble for the future.

### Public Expenditure—Attitude of the Treasury.

The present agitation for public economy is not likely to help the upward movement of teachers' salaries. The attitude of the Treasury is already casting its shadow on hopes

born of the second report of the Burnham Committee. Mr. Fisher's attitude is well known and much appreciated, but he is not all-powerful. He is the head of a great spending department, and must bow to the decisions of the Government. The Treasury is alarmed at the effect of the standard scales on Government grants. The committee appointed to recommend "cuts" in expenditure is at work and numerous questions—many of them aimed at expenditure by the Board of Education—have been asked in Parliament. The answers are not reassuring. I do not believe the Board will ever agree the standard scales should be starved out, but I do believe there will be a very careful scrutiny of all scales sent in and that grants will not be paid on any scale higher than that approved by the Burnham Committee as appropriate for the area. The present dearth of teachers is the pillar on which the Burnham scales are and will be supported.

Apart from salaries, there is grave menace to the development of education under the 1918 Act. Schemes involving large additional expenditure will be very closely scrutinised and it is quite possible the opening of many of the projected day continuation schools may be delayed. The one great hope for education in the immediate future is the well-known attitude of the Prime Minister. He has already expressed himself strongly on the folly of starving it and, therefore, despite the representations of the deputation which recently waited on Mr. Fisher, there is hope that education may not be unduly hampered.

### Other Matters.

The N.U.T. has consulted its secondary school members as to their acceptance or rejection of the new Burnham scales of salaries. Acceptance has been notified by a very large majority. In London the Council will most likely grant an immediate "carry over" as in the case of the primary school teachers. It is not likely there will be any dating back to 1st April, 1920, and it is almost certain the £45 advance which was made in the form of a loan pending the introduction of the new scale will have to be repaid.

Quite recently there has been another attempt to secure the affiliation of the N.U.T. with the Trades Union Congress. The whole position has been carefully examined, with the result that owing to the existing parliamentary representation policy of the Union affiliation is not possible. Whether it is desirable has not yet been debated. The matter may possibly be discussed again at no distant date.

The secession from the N.U.T. of certain teachers holding strong views on the "equal pay" policy is still in progress. Liverpool is one of the storm centres as regards the men. The Executive of the Union have appointed a special committee to enquire into the whole question of future policy and organisation.

Notwithstanding the secessions there is every reason to believe this year's membership will show an increase on that of last year. It is not possible to make a definite pronouncement yet, but up to the present Union membership is not only in advance, but very much in advance of the point reached at this time last year.

The L.C.C. have decided—owing to the dearth of teachers—to continue the services of teachers beyond the age of 65 years, and to re-employ those who have already retired, provided they are under 70 years of age. Teachers who have not retired and desire to remain after the age of 65 should remember they do so at some risk. There is no death gratuity payable under the Superannuation Act to any teacher who had reached the age of 60 on 1st April, 1919, and, of course, the lump sum is not payable until a teacher has actually retired.

## BLUE BOOK SUMMARY.

## Circular 1172 plus Circular 1183.

In September last we recorded with satisfaction that the Board of Education had issued Circular 1172, announcing that it was intended to fix January 1st, 1921, as the Appointed Day on which the half-time system would be abolished. On the 7th December, 1920, the Board issued Circular 1183, a mournful document which completely cancels Circular 1172, and leaves the half-time system as strong, or stronger, than before. The pretext is almost as pitiful as the document itself, since it invites us to believe that the continuance of the war makes the abolition of half-time impossible at present. Apparently we cannot overcome the fiery Turk and induce him to make peace unless we continue to employ children under fourteen in our cotton mills. It is surprising that the Board of Education should lend themselves to this kind of uncandid statement when they know quite well that the real enemy is not a foreign Turkey, but a flock of home-bred geese.

The Circular is given in full below:—

Circular to Local Education  
Authorities.

**Circular 1183.**  
7th December, 1920.

BOARD OF EDUCATION,  
WHITEHALL, S.W.1.

SIR,

I am directed by the Board of Education to refer to Circular 1172, issued on the 11th August, 1920, in which the Board stated that they hoped to be in a position to fix the 1st January, 1921, as the Appointed Day on which subsections (1) and (2) of section 8 of the Education Act, 1918, would come into operation. These are the subsections which provide for the abolition of the half-time system and of the exemption of children under the age of 14 from the obligation to attend school, and enable Local Education Authorities to make bye-laws extending the school age to 15. Section 52 of the Education Act, 1918, provided that the subsections should not come into operation earlier than the termination of the present war.

At the time when that circular was written, it was confidently anticipated that the war would have terminated within the meaning of the Termination of the Present War (Definition) Act, 1918, before 1st January, 1921. It now appears improbable that the war will have terminated within the meaning of the Act by that date.

In these circumstances the Board find it necessary to withdraw their intimation that the 1st January, 1921, would be the Appointed Day for the purpose of subsections (1) and (2) of section 8 of the Education Act, 1918, and of section 14 of the same Act, the operation of which is consequential on the operation of these subsections.

I am to express the regret of the Board for any inconvenience Local Education Authorities may experience in consequence of this announcement.

In this circular the Board have not taken into account the provisions of the Women, Young Persons and Children (Employment) Bill, which is at present before Parliament. It is clear that if the Bill passes the present position as to the industrial employment of children will be very considerably modified as from the date on which the Bill comes into operation.

I am, Sir,

Your obedient Servant,

(Signed) L. A. SELBY-BIGGE.

## N.U.T. and Supply of Teachers.

The Executive have had the "supply" of teachers under discussion and have adopted a series of resolutions expressing their views as to the cause. Among them is one calling attention to the operation of the housing difficulty. It is pointed out that in rural districts this difficulty is so serious that even with a full "supply" of teachers it would not be possible to secure applicants for vacant posts.

## EDUCATION AT WESTMINSTER.

## TEACHERS' SALARIES (AUGMENTATIONS).

**Sir R. Newman** asked the President of the Board of Education whether his attention has been called to the action of certain local authorities who have placed teachers, on reaching the age of 55, at the maximum of their scales, in order that they may secure higher pensions on retirement at the age of 60; and whether this practice has received his sanction?

**Mr. H. Lewis**: My attention has been called to one or two cases of this kind. The Board have no desire to interfere with the responsible exercise by local education authorities of reasonable discretion as regards special augmentations of salary in special cases, regard being had to special qualifications or special responsibilities; but it appears to the Board that the indiscriminating augmentation of teachers' salaries ten years before the date of obligatory retirement for the express purpose of augmenting their superannuation allowances, gratuities, or disablement allowances, is decidedly open to objection. If the system of standard scales recommended by Lord Burnham's Committee becomes operative, the objections to such a variation of the system will, I think, be even stronger.

## CONTINUATION SCHOOLS.

**Major Hamilton** asked the President of the Board of Education whether he has received any estimate of the costs of building and equipment of the necessary new continuation schools under the Act of 1918; and whether he can state the amount which will have to be raised for this purpose by education authorities?

**Mr. H. Lewis**: Local education authorities have not, except in a few areas for which "appointed days" have been fixed, submitted estimates of the cost of buildings and equipment of continuation schools. Accommodation is being provided mainly, if not entirely, by the use and adaptation of existing buildings, the cost of which varies considerably but is far below that which the provision of new building would involve.

**Major Hamilton**: Is my hon. friend aware that an influential body waited upon the Prime Minister on this subject, and will he give the House an undertaking that no expenditure in connection with this matter will be undertaken without the House being given a chance of expressing its opinion?

**Lord H. Cavendish-Bentinck**: Is it not a fact that if the Government stopped wasting money in Ireland and elsewhere there would be plenty of money for education?

## A Unique School Museum.

In a building adjoining Buchanan Higher Grade School, near Loch Lomond, there has been inspected by the Stirlingshire Education Authority a museum which is probably unique. In the principal room—the museum proper—is a gallery with a frieze eighteen inches deep showing all the outstanding characters in history correct in dress and heraldry. Handsome cabinets contain coloured models in relief of various countries, models of Indian and other subjects, shells, birds, butterflies, rocks, etc. An enlarged model of a bee shows how natural history may be taught; a glass clock case shows the sun in relation to the earth; sketches and works by distinguished modern painters are numerous. There is a screen for lantern pictures and a gramophone installation, and another large room is used as a library. The roof is flat, with castellated walls, suitable for open-air school. The members of the authority were loud in their praise of what they saw, and the parish minister and the schoolmaster—to whom the work has been a labour of love for many years—are to be congratulated on what they have achieved.

## ASSOCIATION NEWS.

**The Teachers Council.**

The circumstance that the transitional Conditions of Registration were withdrawn at the end of December, 1920, led to a great influx of applications during the month, the number received sometimes exceeding a hundred per day. It is hoped that a revised edition of the Official List of Registered Teachers will be issued at the end of next summer and that by that time the number of Registered Teachers will be at least 70,000. Early in the new year the Council will issue the Conditions of Registration in a new form, with particulars of the arrangements for admitting young teachers to a list of associates which will serve as a preliminary to the Register proper. Certain features of the Burnham Report on Salaries in Secondary Schools are engaging the attention of the Council.

**The College of Preceptors.**

On Thursday, the 6th January, at 8 o'clock, the Rev. Dr. Orchard will give an address on "Authority in Education." This meeting will be held in connection with the Conference of Educational Associations at the University College, Gower Street (Mechanics Theatre). All members are asked to attend and to bring their friends.

**Dalcroze Society.**

At 11 a.m. on Friday, the 7th January, in the Botanical Theatre of University College, Gower Street, there will be a discussion on "The Value of Eurhythmics in Music and Art." At 8 p.m. on the same day M. Jaques Dalcroze will conduct a demonstration at Queen's Hall.

**Under One Roof.**

The four large Associations of Secondary School Teachers, the Headmasters, Headmistresses, Assistant Masters and Assistant Mistresses have taken the wise step of joining together in buying the lease of a convenient house, 29, Gordon Square, where they will be able to have their separate quarters, but will also be able to hold combined meetings and to exchange views far more easily than formerly.

**Froebel Society.**

In answer to the widespread expression of disappointment amongst Froebelian teachers as to their position as non-graduates in the scales of salaries recently published by the Standing Joint Committee, the Council of the Froebel Society desires to inform its members that it forwarded the following resolution to the above Committee: "That Froebelian teachers having the Higher Certificate of the National Froebel Union after a course of study and training extending for three years in an approved institution or institutions should be placed on the same scale as Pass Graduates without training in teaching."

**N.U.T. Legal Department.**

The N.U.T. is reorganising its legal department and is about to appoint a full-time solicitor who will be always available for consultation and advice at Hamilton House. This will both save time and conduce to greater efficiency.

**League of Nations Union.**

Result of prize essay contest (1920) arranged in co-operation with the American School Citizenship League, and open to both English and American schools.

First Prize: J. H. Brown, Cheltenham College.

Second Prize: Miss Grace M. Tull, State Normal School, Preparatory Department, Towson, Md.

Third Prize: Oliver E. Schafer, Masten Park High School, Buffalo, N.Y.

It will be noted that the first prize has been awarded by the American judges to an English competitor.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

**Oxford and Cambridge.**

The statute establishing a Final Honour School in Philosophy, Politics and Economics, referred to in these notes last month, has passed Convocation without a division. Already the affections of Modern History undergraduates are being transferred to the new School. The proposed statute which sought to place examinations in the vacation has been killed in Convocation by a two to one majority.

The equality of men and women at Oxford has shown itself in the statute passed by Congregation *nem. con.*, which imposes a registration fee for the roll of parliamentary electors—reduced from £1 to 10s.—on all who take their degrees. But whereas Oxford has now come into line with Cambridge in this, Cambridge has refused to march with Oxford in the matter of admitting women. Fateful December 8th has gone, and with it Report A. By 904 votes to 712 the Senate rejected the proposal to admit women to full membership. The view expressed in an "A" manifesto that "Cambridge is far too precious a national possession to be reserved in the twentieth century for a single sex," has been therefore successfully opposed by the weight of less than 200 adverse votes.

**At London.**

The Students' Representative Council has decreed its own dissolution by 30 votes to 14. Defects in organisation and financial difficulties combined to bring about this almost inevitable result. A real London Union will, however, almost certainly spring out of its ashes. At the dinner given last session by the Vice-Chancellor the project was conceived. It is now *in embryo*, and its birth will inaugurate a new epoch for London students, to whatever School or College, including the Medical, they may belong.

**District Education Boards.**

Kent is progressing in its setting up of these. The "Education Gazette" for November—it is published mid-monthly—announces that an arrangement has been made between the Bromley Local Authority for Education and the County Committee for an amended scheme of constitution for a Bromley Education Committee. The scheme, which provides for the appointment of five representatives of the Kent committee to the Bromley committee, has been submitted to the Board of Education for approval. This obtained, a District Education Officer will be appointed as educational adviser in Bromley, in Beckenham and in Penge, where similar committees have been formed.

**Open-air Schools.**

Mr. Fisher has decided that the balance of advantage lies on the side of allowing a scheme to provide an open-air school on the Moors, at Redmires, Yorkshire. The cost will be substantial, for it will accommodate the large number of 600 children. If the school is recognised, the Board will accept expenditure on the scheme as part of the authority's (Sheffield) expenditure on special services for the purposes of Grant Regulation No. 1.

Another of these schools, for 250 delicate children, is to be established in Heaton Park, Manchester, and permission has been granted for the raising of a loan of £5,500.

When the Canadian Red Cross Society's temporary hospital in Bushy Park was no longer required the Society presented the buildings to the King. The King placed the land, buildings and the mansion, Upper Lodge, at the disposal of the London County Council—who opened it sixteen months ago as a Residential Camp School for anæmic and debilitated schoolboys in the London elementary schools. Its accommodation is 275, and the boys are selected by the School Medical Officer.

## PERSONAL NOTES.

**Mr. A. W. Spratt.**

Mr. Albert William Spratt, tutor of St. Catherine's College, Cambridge, since 1892, died on November 15th.

Mr. Spratt was a classical scholar and a fine musician. College administration and coaching for the classical tripos absorbed so much of his time that he wrote little, but he edited some books of Thucydides.

**Principal Anstey.**

Mr. Percy Anstey, B.A., the first Principal of the Sydenham College of Commerce, Bombay, died of heart failure.

He was educated at St. Paul's School and the London School of Economics. He was well known as a lecturer for the Workers' Educational Association, as Professor of Economics at Bristol.

**Miss F. Franks.**

Miss Fanny Franks, a well-known teacher in London, died recently.

One of the first to realise the advantages of the kindergarten method, Miss Franks was for a long time closely associated with the training in London of teachers for young children, and several generations of teachers passed through her school.

**Mr. J. Stocker.**

Mr. J. Stocker has been re-elected chairman of the Exeter Education Committee, and has the unique record of having been engaged in administering Education Acts for half a century.

**Mr. F. M. Gale, C.G.M.**

Mr. F. M. Gale is the son of a distinguished teacher and was chosen as one of the twenty-four composing the guard of honour around the tomb of the Unknown Warrior in Westminster Abbey.

Mr. Gale served throughout the war and gained the conspicuous gallantry medal during the Zeebrugge attack, for starting the engines of the leading ship, "Thetis," when it was sinking and getting it into a more advantageous position in the fairway.

**Mr. D. J. Lloyd, M.A.**

Mr. David J. Lloyd is the newly-appointed headmaster of the Newport High School. He is 34, and leaves the county school at Port Talbot with a fine reputation as a headmaster.

He was educated at Swansea Grammar School, University College, Cardiff, and Oriel College, Oxford. In all these places he made his mark as a classical scholar.

**Mr. T. C. Jackson, B.A., LL.B.**

Mr. Jackson, 52 years of age, an inspector of schools under the L.C.C., died as the result of a street accident.

He had a remarkable career at Yorkshire College and at Lincoln College, Oxford.

He was appointed first to the staff of the Yorkshire College, and subsequently to Hull Technical School. In 1899 he became inspector of evening schools and a few years later District Inspector.

He wrote books on Book-keeping, English Grammar and Composition, and The Law of Master and Servant, but his chief work was "Agricultural Holdings and Tenant-right Valuation."

**Sir William Abney.**

Sir William de Wiveleslie Abney was born in 1844, was educated at Rossall and at the Royal Military Academy, Woolwich. He served in the Royal Engineers.

Sir William was President of the Royal Astronomical Society at different periods, was a Fellow of the Royal Society, and was awarded the Rumford medal for his researches in photography and spectrum analysis.

## NEWS ITEMS.

**Another Strike threatened.**

The Board of Education has intimated to the Rhondda Education Committee that the recent increased scales of salaries for teachers are regarded as unreasonable and cannot be accepted as a standard for the purpose of Government grant. Alarmed at the prospect of forfeiture of grant, the Rhondda Council has decided to send a deputation to the Board. A mass meeting of 300 teachers expressed indignation at the intervention of the Board, resolved to fight the issue and to strike immediately an attempt is made to decrease salaries.

**Future of King's College.**

The Hon. R. C. Parsons informed the annual court on December 7th that so long as King's College is maintained as an educational institution it cannot be turned out. The question of the site was still under consideration. The committee had been most careful to see that the rights of the College were properly safeguarded.

**Royal Society Medals.**

The much-coveted medals of the Royal Society have been awarded. The Royal medals go to Mr. W. Bateson and to Professor G. H. Hardy. The other awards are:

Copley Medal.—Mr. H. T. Brown.

Rumford Medal.—Lord Rayleigh.

Darwin Medal.—Professor R. H. Biffen.

Hughes Medal.—Professor O. W. Richardson.

**North of England Conference.**

The President of the Board of Education will deliver the inaugural address at the North of England Educational Conference to be held in Sheffield on January 7th and 8th.

**Gift to Glasgow.**

Sir D. M. Stevenson, a former Lord Provost of Glasgow, has presented £20,000 to the University in order that a Chair of Citizenship may be founded.

**Closing of Finsbury Technical College.**

Next July the Finsbury Technical College is to be closed down and eighty-five second year students, the majority of whom are ex-service men, will be unable to take the third-year course and may find themselves unable to obtain employment because they cannot gain the qualification they desired.

**West Riding Evening Schools.**

The dispute between the teachers in continuation and technical schools in the West Riding and the Education Committee has not been settled, so that in all probability certain of the classes which were not started on November 8th will not be opened this session.

**Retired Teachers.**

Many retired teachers are in a bad way financially, and the efforts to help them fall far short in many cases of their needs.

Mr. A. Chamberlain has promised to consider the possibility of a non-recurrent grant next year to superannuated University teachers who do not enjoy pension privileges under the Superannuation Act. A meeting of retired teachers in London appealed to Parliament to remove the restriction by which increases in pensions under the Pensions Increase Act, 1920, are withheld.

The special fund of the N.U.T. for augmenting small pensions now amounts to about £86,000.

**League of Nations Union.**

The winner of the first prize in the essay contest, arranged in co-operation with the American School Citizenship League, and open to scholars in England and America, is J. H. Brown, Cheltenham College.

## LITERARY SECTION.

### BOOKS AND THE RURAL STUDENT.

THERE are now twenty-five county rural library services in Great Britain, providing books of every useful description to some five million rural dwellers for whom hitherto there has been no public library provision. There remain some fifteen million country folk still without the range of library facilities; but new county library schemes are being promoted steadily, and within the next few years there will be a network of book repositories throughout the country. In that fact lies great educational possibilities. Educational work with adults in rural areas has hitherto been seriously handicapped owing to lack of book provision in country places. One of the most important functions of the new county services will be to act as book supply agencies to the rural educational organisations. In this connection an important arrangement has been made with the Central Library for Students, of which Mr. Albert Mansbridge is chairman, by which the student book resources of that great library will be made available to all readers in the county schemes. It is thereby hoped that the ideal of "every student his book" will be realised.

The success of the entire scheme in making widespread provision of books and of ensuring wise choice on the part of rural readers will depend largely on local organisation. The purpose of the present article is to show that the county libraries may, in the interests of adult education and culture, be developed under the Education Acts as connecting links between organised education and the voluntary associations engaged in culture work in rural areas.

The Adult Education Committee in its masterly Report (Cmd. 321) said that "the advance of adult education can proceed only as quickly as voluntary associations can stimulate the demand for it," and this applies particularly to rural areas. The general recommendations of the Committee were, however, highly academic, and would, in operation, be expensive. They included the promotion of rural residential colleges, institutes, resident tutors, and the apparatus of organised education to a certain extent. Such plans, though applicable to populous rural areas, will not touch the countryside generally. But many of the vital suggestions of the Committee may be met through the organised activity of the rural voluntary associations. All that is required is a new orientation in favour of these associations.

There are three or four national voluntary associations highly organised for adult rural cultural work—the Workers' Educational Association (whose rural activities have been sporadic but effective), the National Home-Reading Union, the Village Clubs Association, and the National Adult School Union. But although these associations are undertaking work which is within the scope of the Education Acts, they are not helped in their rural work to any useful extent by the authorities. Their programmes appeal to adults interested in culture work because of their freedom from the sterilising conditions inherent in organised education. A closer connection between them and organised education would be of advantage in giving them stability, and would doubtless have beneficial reactions on the present system of education.

As the strongest of these voluntary associations have been bred on the cult of the book, we see in the new county library services an appropriate connecting link between organised education and these voluntary associations.

The county libraries are, in England, under the Part II authorities, which deal with "further education," and in Scotland, under the local education authorities, which deal with all forms of education outside of the universities. The Committees controlling the schemes might, in every case, be *ad hoc* Adult Education Committees, and they might be composed in equal parts of members of the authorities and co-opted members largely representing the voluntary associations. An arrangement of the kind would definitely link up the library services with the educational services in the counties, a matter of vital importance if the best is to be got out of the library service. Moreover, the Public Libraries Act, 1919, and the Education (Scotland) Act, 1918, allow for co-operation between the county libraries and the urban libraries. The library movement has in the past done much co-operative work with voluntary associations on behalf of adult education, and as adult education cannot be divorced from the cult of the book, the correlation is natural. The connection suggested would result in a free-and-easy relationship between organised education and adult rural educational movements.

The immediate reporting officer to the Adult Education Committee, as regards library work and educational activities connected therewith, would be the County Librarian, who would naturally act in that capacity as being the only officer of the authority in direct touch with the adult rural community using libraries. He would co-operate closely with the Executive Officer or Director of Education, who would enable him to meet with adolescents before they passed out of school, and whom it was desired should be put in touch with the voluntary associations in membership of which they would find scope for self-development in an atmosphere of freedom. He would be an organiser as well as a librarian, and would require to have a keen interest in educational movements.

Even in the poorest counties the book side of the scheme would not place as much as a penny on the rate; and, presumably, successful systems which were doing useful work would in time be recognised for grants. If a purely mechanical policy of book supply were adopted of sending out so many collections to schools and getting back so many at arranged intervals, then the service would in most cases cost less than a farthing in the pound. But service of that spiritless nature would not help adult rural education to any useful extent. The real success will only be seen where the results of reading and thinking are communicated, and that implies, in the case of rural readers, fellowship in mutual improvement associations.

ROBERT D. MACLEOD.

Messrs. B. T. Batsford, Ltd., announce an important work by Mr. F. J. Glass, Principal of the Darlington School of Art. The book is entitled "Drawing, Design, and Craftwork," and is specially intended to meet the needs of teachers.

The House of Cassell are publishing at once the first volume of a series of English books for elementary schools. It is entitled "Common Errors in Composition," and has been written by Mary Humphreys, headmistress of Ellington Girls' School, Ramsgate.

The Cambridge University Press send a set of leaflets describing some recent publications. These include the lectures "On the Art of Reading," by Sir Arthur Quiller-Couch; "Essays on Adult Education," edited by R. St. John Parry; "A History of English Philosophy," by Dr. W. R. Sorley; and "The Tunnellers of Holzminden," by H. G. Durnford.

## REVIEWS.

## Education.

HISTORY OF EDUCATION: by Charles C. Boyer. (Harrap and Co. 7s. 6d. net.)

The writer of a history of education is often sadly put to it to discover a *leit-motif* that will introduce some sort of unity into a very heterogeneous mass of material. Dr. Boyer has found his organising principle in an effort "to show that historically education has been a progressive adjustment of claims in the exercise of human freedom." Naturally he has his work cut out for him, and not infrequently he is in sore straits to keep his thesis in some sort of connection with the details he has to present. The truth is that the history of education refuses to fall conveniently into the little compartments that writers prepare for it. To be sure Dr. Boyer has less elaborate pigeon-holing than some of his kind. But he has a fair representation of the orthodox "isms" and "ics" that evidently must find a place in a self-respecting history of educational movements. An unusual characteristic of the book in this scientific age of educational writing is the distinctly religious tone throughout. The need for recognition of a personal God is insisted on in more than one place.

It is a difficult task to deal with the history of education in the world in the space of 460 pages of pleasant type. Indeed, it may as well be admitted straight away that the thing cannot be done. It is not wise to attempt to deal with education among the Egyptians, Chinese, Hindus, Persians, Shemites, Hebrews, Greeks and Romans in eight chapters, covering 99 pages in all. But if the thing has to be done at all it is as well done here as one could reasonably demand. The same principle is applied throughout the book: everything is done by small specimens. As the "jacket" of the book maintains, "no aspect of the subject is left untouched in this comprehensive volume." But one wonders whether this teaching by sample is of value for beginners, and the book does not appear to be intended for experts who might benefit by a certain amount of revision in a condensed form. Dr. Boyer evidently thinks that a student of education should know something about Dante, so he gives us eleven lines on this Master. Petrarch gets three-quarters of a page, and Boccaccio and Chrysoloras get about half a page each. But this is not the history of education, but of general culture. Professor Adamson has set a fine example in his *Short History*. There we have just the right proportion between detail and generalisation. But though Dr. Boyer certainly has undertaken more than can be accomplished within his available space, it may be cordially admitted that he has made the very best of what space he has. In the hands of an intelligent and well-informed teacher the book would make an admirable condensed text. Each chapter is followed by a list of references for reading, and a set of questions, many of which, however, could not be satisfactorily answered from the preceding text alone. Dr. Boyer is laudably optimistic. His final chapter on *tendencies* is a little disappointing till he reaches the section on "Prospects," where he bursts into this cheering statement: "The outlook is full of promise. That we are on the very edge of a golden age immeasurably more glorious than that of ancient Athens cannot well be doubted."

S. K.

EDUCATIONAL PSYCHOLOGY: by Daniel Starch. (The Macmillan Co. 14s. net.)

As was to be expected from his previous work, Dr. Starch here presents us with a treatise on psychology that breaks clean away from the traditional form. All the pleasing old generalisations about the mental processes of the mature man are brushed aside. Dugald Stewart would not recognise his own subject in these pages. It is true that we have been for long moving in the direction of an applied psychology, and that various tentative efforts have been made in this direction. But here we seem to have the new science almost ready for use. It differs from the old in three main points. It adopts unreservedly the genetic standpoint; it adopts the quantitative method; it takes account of the subject matter of teaching. The book falls into three parts. The first deals with the *Native Equipment of Human Beings*; the second with the *Psychology of Learning in General*; while the third deals with the *Learning of the Various School Subjects*. The first part introduces the reader at once into the heart of all the modern quantitative methods, not only of correlation but of testing. This section is complete in itself,

and needs no further help than is to be found in the text. For the reader familiar with this aspect of the subject the most interesting thing is the remark with which the section closes: "The specific test method of measuring intelligence gives greater scientific promise and will in the future probably replace the Binet method to a large extent."

The fundamental subject of the second part is the problem of *How to Study*. This matter has been engaging the attention of the Americans for quite a while back, and several books and pamphlets have appeared in elucidation of its various difficulties. Dr. Starch brings his readers up to date on the historical side, and then proceeds to make his own contribution. This part makes gruesome reading for the student *in esse*, though the old student may look on with unwrung withers. What is really happening is that we have here an application (to the work of study) of that "scientific management" that is so popular with American employers and so unpopular with American working men. Whipple's summary of rules of study is enough to damp the enthusiasm of all but the most energetic. Still, as we look on the matter from the point of view of supervisors of study, we may preserve our equanimity. Only it will be well to appreciate how it strikes the actual student. Dr. Starch may be relied upon to give all the necessary cautions; he has a really remarkable all-round grip of his subject.

When we get to the third part with its account of the study of the various subjects of the curriculum, we find Dr. Starch more on his own ground than ever, for here he is able to utilise his studies on the various forms of standards or "scales": for scales take the place of tests when we deal with individual subjects instead of with general intelligence. The subjects specifically treated are Reading, Handwriting, Spelling, Language Arithmetic, History; so that the ordinary form master or mistress will find it greatly to his (or her) advantage to become acquainted with this part of the book. Some of the "tips" (they deserve no finer name) may repel the more fastidious teachers, but the amount of solid psychological guidance altogether outweighs these less orthodox tricks. The final chapter on *Marks as Measures of School Work* makes an excellent corrective to the too optimistic view many teachers are inclined to take of the value of the quantitative method.

J. A.

CAMBRIDGE ESSAYS ON ADULT EDUCATION: edited by R. St. John Parry. (Cambridge University Press. 12s. 6d. net.)

Following up its successful volume on general education, the Cambridge University Press has issued this series of essays on a special aspect. Those who can afford a public school and University education are generally regarded as having franked themselves for life, so far as education is concerned. Working folk and others not favourably situated are often willing to make up for lost time at later stages. So the term adult education has come gradually to be restricted to provision made for this less favoured group. These essays do not quite recognise this limitation, for it is realised that everybody's education is going on all the time. But a glance through the pages makes it clear that the actual conditions of the case secured the restriction of the scope of the book practically to continuation work of a well-recognised type. The correlation of democracy and labour to adult education is a tacit admission that the authors recognise their limitations. Still there is nothing to hinder an extension of adult education to the more favoured classes, and as a matter of fact, the universities are putting themselves more in touch with the general public than ever before. We are approaching timidly and remotely the plan common in America of regarding lectures as a more or less natural form of after-school education. The subject is approached in these essays in a more or less historical way, and the various organisations are carefully described and their workings explained. The contributors are all masters of their subjects, but perhaps keep too closely to what has been done. The new continuation schools are going to make a bigger difference than the writers here make any provision for. It is interesting to note how strongly they emphasize the importance of the voluntary element in adult education. Self-supported classes appear to be the ideal, but a certain amount of Government aid may be accepted if not accompanied by too much interference. But even if adult education in the future could be self-supporting, it is going to be something quite different from what it was before, from the mere fact that the adolescent is now provided for. The last chapter, *A Student's Experience*, might well have been omitted to provide space for a summing-up of tendencies. What is wanted is a forward look rather than a retrospect.

C. C. C.



**THE PSYCHOLOGY OF SUBNORMAL CHILDREN:** by Leta S. Hollingworth. (The Macmillan Company. 10s. net.)

This book is written by Professor Thorndike's popular assistant at the address of those who are connected with classes for subnormal children rather than of medical men and women. It is distinctively a teacher's book, though, of course, there is a good deal that will interest the doctors. We gather from the text that the first psychological clinic was established at the University of Pennsylvania, and that it has been widely imitated in the States. This book, however, does not appeal so much to the clinicians as to the actual teacher. Adopting the view that "a mental test is a standard situation which provokes a response capable of qualitative or quantitative interpretation," the author works out the thesis that the feeble-minded children differ from normal children in degree and not in kind. The dangers of hypostasis are clearly indicated, and the argument gradually works up to the question, of vital importance to the educator, "Can the mentally deficient be made normal by any system of education?" The author is reluctantly driven to give the answer *no*, and the rest of the book is naturally taken up with the problem of what education really can do in the way of mitigating the case of the deficient. The final chapter treats of special classes and special schools, including their organisation, and the training of teachers suitable for them.

**THE PSYCHOLOGY OF CHILDHOOD:** by Naomi Norsworthy and Mary T. Whitley. (The Macmillan Company. 10s. net.)

This is one of the Brief Course Series in Education and is primarily meant as a text-book for Normal Schools. The work was originally drafted by Professor Norsworthy, who died before the book was completed. The main point of the volume is that it treats psychology definitely from the point of view of the teacher who has to deal with children of varying ages. The matter is well arranged, and though there is nothing strikingly new in the text, the material is remarkably well presented, and is thoroughly up-to-date. One is made to feel that one is in the hands of a couple of authors who are in the forefront of educational progress, and have taken a part in developing the theories with which they deal. Lists of references for further reading are supplied at the end of each chapter, along with sets of exercises. These latter are briefer than usual, but many of them are very suggestive. The final chapter on *Methods used in Child Psychology* is particularly useful, and is in fact much needed. Serious mistakes are sometimes made through lack of just such advice and direction as are here supplied. An index and a glossary are added. The book can be very cordially recommended for the purpose it sets out to serve. J. A.

**CHILDREN'S DREAMS:** by C. W. Kimmins. (Longmans, Green and Co. 5s. net.)

Dr. Kimmins' official position has given him the opportunity of making an unusually wide study of the dreams of children in the schools of London. He classifies them mainly according to the age of the dreamer, but also to some extent according to the content of the dreams themselves. Perhaps his most striking generalisation is that the more intelligent children dream more than the less intelligent. This has been stated before, and we cannot help entertaining some doubt whether observers have not been misled by the greater difficulty the less intelligent children have in describing their dreams. The bulk of the little book is taken up with an excellent record of actual dreams, mostly described in the children's own words. The last chapter, *Educational Value of the Dream*, is a little disappointing. The theme is admirable, and the material in the preceding chapters adequate; but very little comes of it all. A development of this chapter in a future edition would greatly increase the value of an already excellent little volume. C. C. C.

**THE HIGH SCHOOL BOY AND HIS PROBLEMS:** by Thomas A. Clark. (Macmillan Company. 6s. 6d. net.)

Mr. Clark is Dean of Men at the University of Illinois, and as such has to deal with hundreds of boys from the High Schools every year. Accordingly he writes of what he knows, and though he naturally deals with American conditions much that he has to say is of universal application. The book is valuable alike to the schoolboy and to his teacher. Mr. Clark treats of the usual subjects, but in a way of his own. A valuable feature is the number of actual illustrations he utilises from his own experience, illustrations introduced with a pleasing lack of tiresome explanation. Reading, leisure, social activities and manners and morals are all well treated, but perhaps the two most useful chapters are *Choosing a Profession* and *Going to College*.

(Continued on page 40.)

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(Continued on page 41.)

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**Science.**

**SCIENCE PROGRESS.** A Quarterly Review of Scientific Thought, Work, and Affairs. Vol. xv. No. 57. July, 1920. (John Murray. Pp. iv. + 172. 6s. net.)

Two articles in the July number deal respectively with "Langmuir's Theory of the Arrangement of Electrons in Atoms and Molecules," and with "Cornish Phenology, 1912-1919." The former article gives an account of the American scientist's theory, which, since it explains in a remarkable manner the properties of elements and compounds, and also brings to light remarkable relationships which were formerly unsuspected, must necessarily contain a large element of truth. A third article treats of the "Significance of Facial Beauty."

(Continued on page 42.)

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In general, the July number maintains the high level of previous numbers. T. S. P.

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### SYLLABUS.

I. (Feb. 3.) *Human Nature*.—The real subject-matter of psychology: the living person here and now present: individuality: personality: nature of the *ego* and the *non-ego*: the extended ego: the *naturel* and its physiological implications: temperament and the classification of temperaments: the humours: sensories and motors: introvert and extrovert: the physical basis of the temperaments: descriptive psychology: methods of psychology: introspection, observation and experiment.

II. (Feb. 10.) *Consciousness and the Unconscious*.—Unique nature of consciousness: difficulty in defining it: awareness: a knowing and a knowing that we know: threshold of consciousness: confusion between consciousness and its object: the subjective and the objective: relation of consciousness to the nervous system: the unconscious and the subconscious: consciousness in relation to instinct: the implications of the various theories of the nature of instincts: habit and its universal application.

III. (Feb. 17.) *Place of Psychology in Education*.—The psychological attitude and its dangers: unreasonable demands made upon psychology by teachers: the views of James and Muusterberg on the value to teachers of a knowledge of psychology: we are all psychologists more or less: special importance of genetic psychology to the teacher: value of collective psychology and the psychology of the class: psycho-analysis and its dangers: characteristics of child-study: teacher's retrospective analysis of mental experience.

IV. (Feb. 24.) *Nature and Source of Knowledge*.—Study of epistemology: knowledge a chief instrument in education: the inner and outer worlds: their correlation: the five gate-ways of knowledge: nothing in the intellect that was not first in the senses: nature of sensation: pure sensation: the passage from sensation to perception: Weber's law and its application to education: the implications of *meaning*: the so-called "training of the senses": relation between perception and apperception.

V. (Mar. 3.) *The Representative Functions*.—Sensation and perception are presentative: the other mental processes are representative: old-fashioned views of abstraction and generalisation: the process of conception: conception without perception is empty, perception without conception is blind: the development of apperception: the concept: its static and its dynamic aspect: relation of the concept to the "faculty psychology": correlation between concepts and the words representing them.

VI. (Mar. 10.) *Nature and Manipulation of Ideas*.—The Lockian definition and classification: the Platonic ideas and

their implications: Descartes and innate ideas: Hume and "impressions": the Herbartian view: presented content and presentative activity: ideas as forces: possibility of diminishing presentative activity: dome of consciousness: mediate and immediate recall: the static and dynamic threshold: apperception masses: the three kinds of ideas: fusion, complication and arrest.

VII. (Mar. 17.) *Association and Imagination*.—Nature of association: its physiological basis: its laws in relation to ideas: primary and secondary: convergent and divergent forms of association: relation of association to imagination: different aspects of the work of imagination: fallacies about the use of imagination in school: the "busy" faculty: its creative side: its reproductive aspect: over-emphasis on the æsthetic side: the scientific imagination: use and abuse of day-dreaming.

VIII. (Apr. 28.) *Noesis*.—School work generally regarded as in its very essence *noetic*: Stout's development of the idea of *noesis*: Mr. Henry Sturt's elaboration of the conception: relation between the sensuous and the non-sensuous in experience: the concept of pattern, scheme, plan, system, form, or what not: cognition of form=*noesis*: making the inner outer and the outer inner: relation of *noesis* to apperception: the "flash": part-wise working and total-wise working: place of invention and discovery in school work.

IX. (May 5.) *Memory*.—Two functions, retention and recall: fundamental nature of memory: relation to personal identity: two kinds of memory, dated and undated: natural or brute memory: coefficient of memory: reverie and recollection: reminiscence: the purposive element in recall: process of reconstruction: relation between memory and imagination: the instalment system of memorising: learning by rote and by heart: legitimate and illegitimate mnemonics: phenomena of obliviscence.

X. (May 12.) *Attention*.—Direction of consciousness: element of expectancy: essentially prehensile: mental focus: marginal and sub-marginal: mechanism of attention: vascular, respiratory and motor elements: rhythm of attention: concentration and diffusion beats: classification of the different aspects of attention: two fundamental aspects, *nisic* and *ansic*: passage from one to the other: motive power is *interest*: distraction, the conflict of interests: integration.

XI. (May 19.) *The Affective Side*.—Nature of feeling: its relation to desire: neglect of desire as a psychological element: nature of emotion: passion and sentiment: emotional control: mechanism of the emotions: Lange-James-Sutherland theory and its implications: possibility of dissociating an emotion from a given complex: relation between emotions and instincts: educational bearings of this relation on education: training of the emotions: possible elimination.

XII. (May 26.) *Character and Behaviour*.—Nature of conation: the active element in psychic life: relation to desire and expectation of realisation of desire: subjective and objective aspects of will: will as resultant: demonic conception of the will: will and conscience: fallacies underlying "the strong will," "the weak will," "breaking the will": indecision: *aboulia*: caprice *versus* freedom: the training of the will: behaviourism: various meanings of term *character*: relation between character and conduct.

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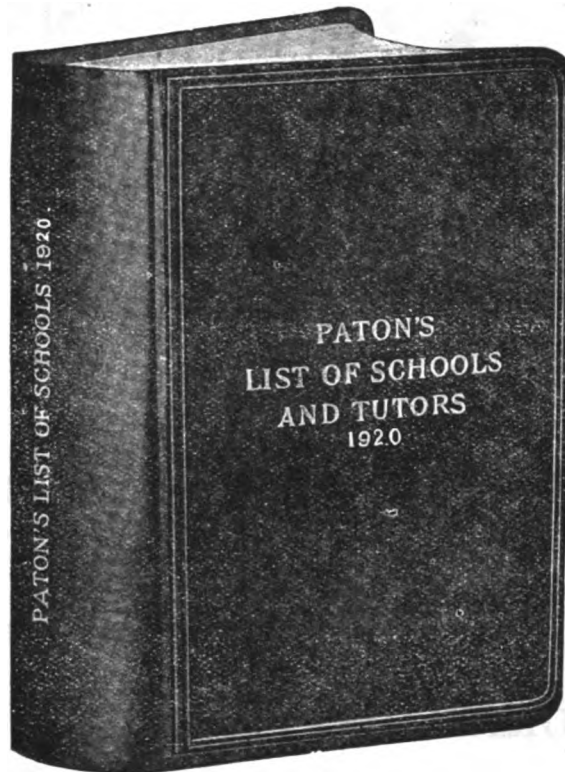
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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

FEBRUARY, 1921.

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### Mr. Fisher's Letter.

On Christmas Eve the President of the Board of Education addressed to Lord Burnham a letter which proved to be sadly inadequate as a message of peace and goodwill. Its purport was to warn Lord Burnham and his Committee that their salary proposals for teachers in public elementary schools must be regarded in the light of "present conditions and future prospects" which "afford grounds for grave anxiety as to the financial position of the country, or, at all events, for great caution in the acceptance of commitments, the extent of which is not ascertainable." The letter goes on to say that the arrangements for the "carry-over," or placing of present teachers on the new scale, seem to be too hurried, and that greater care is required in assigning appropriate scales when Scales III and IV (the higher rates) are approached. The President claims that the Board must have time to study the conclusions of the Committee and to review them as a whole, but he adds that he cannot commit himself without further consultation with the Chancellor of the Exchequer to recognising for the calculation of grant any increased salary expenditure incurred by local education authorities as from a date so early as April, 1921, through the operation of standard scales coupled with so short a carry-over as the report contemplates. Put into its simplest form and without any "slips of prolixity or crossing of the plain highway of talk," Mr. Fisher's Christmas greeting to the teachers means that the Board will not be able to pay its promised share of the expenditure on salaries agreed upon by representatives of local authorities and teachers who have been working on the Burnham Committee.

### The Board's Responsibility.

Naturally enough, the publication of this letter caused something like consternation among the teachers concerned. It will be noted that there is no criticism of the scales proposed for secondary schools. It is surprising that Lord Burnham should be able to tell the Association of Assistant Masters in Secondary Schools that his first perusal of the letter was in the columns of the newspapers. It might have been expected that he and his colleagues would have been granted some opportunity of considering the matter. It is even more surprising that Mr. Fisher should have been willing to accept responsibility for the letter, the real authorship being in the Treasury. It is not unlikely that before these notes are published Mr. Fisher will have found an opportunity of explaining to Lord Burnham and the Committee that the letter is not to be taken too seriously and that another message will be issued. All this strikes one as an extremely amateurish method of handling the situation and one which is likely to have the very result which the Board do not desire, namely, the throwing of all responsibility for the payment of teachers' salaries upon the central administration.

## NOTICE TO READERS.

The March number will contain an article on the educational work of the Society of Friends and also an essay on "The Infant Prodigy," by J. Holroyd Reece. There will also be a pleasing account of "An Unconventional School," written by Cella Hansen Bay.

## 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 Breach of Faith.

Our primary school correspondent points to one of the most serious results of this panic parsimony. If teachers and authorities are encouraged to negotiate for the purpose of arranging an orderly and progressive scheme of salaries, only to find when their labours are completed that they have been wasting their time, it is useless to expect them to place any faith in Government promises. The uncertainty will have the worst possible results, since it will deter men and women of the right kind from serving on education committees, and among the teachers will keep alive a feeling of discontent which hampers the work of our schools and turns into a mere absurdity the Board's efforts to obtain an adequate supply of new teachers. Meanwhile a vast amount of lip service is given to education, and it is now time for us to probe the reality of the nation's alleged desire for an effectual system. Such an enquiry should be directed to ascertaining precisely what the country wants in the way of education and what it is prepared to pay. It is futile to ask that our schools should turn out perfect citizens and supermen in commerce, brisk office boys and docile parlour maids, without considering how it is to be done, and at what cost. It is worse than futile to make government the prerogative of all, and education the privilege of the few.

### Circular 1190.

For the guidance of Education Authorities the Board have issued a Circular which may fairly be described as an official wet blanket and a complete counter to the suggestion of the Select Committee on Expenditure that the Board are over zealous for educational progress. Authorities are urged to go on with the preparation of schemes, but are warned that the Board will not sanction their being put into operation if any extra expenditure is involved. New contracts for building must not be placed, even though the proposals have already been approved by the Board. Where buildings are absolutely necessary the simplest form of construction must be adopted and all superfluities omitted. Sites may be acquired in growing towns, but extensions or improvements of school accommodation can be effected cheaply by the purchase or hire of existing buildings. Nursery schools may not be established except in special circumstances and on an experimental basis, and only where existing buildings are available. Central schools may be started where buildings are ready, and new buildings may be erected to serve as central schools where this course will obviate the erection of a new elementary school. For the present the Board must postpone entertaining new applications for fixing appointed days for the enforcement of attendance at day continuation schools. Proposals for new secondary schools will be considered on their merits, but no scheme for building a large technical school will be entertained. Schemes for encouraging the recruiting of teachers will be sanctioned, as will also the maintenance and gradual extension of the school medical service. The cabin boy and medicine chest are saved from the wreck.

### Conferences.

The new year opened with the usual carnival of conferences and meetings of educational associations. The two main gatherings were the one held at University College, London, and that held in Sheffield. The former offered the customary varied assortment of fare and except for two Joint Meetings and the opening address, suggested a mixture rather than a compound. Mr. Fisher was unable to give his promised address on the opening day and his place was taken by Professor Adams, who gave a masterly lecture on "Instinct and Education." The first of the joint meetings was crowded by people eager to learn something about psycho-analysis. It is to be hoped that they learned, in Milton's phrase, that "this is not a bow for every man to shoot in that counts himself a teacher." Dr. Crichton Miller made this clear enough and it may be that genuine students will be able to check the present output of nonsense and practice of quackery in regard to this important matter. A very small gathering attended to discuss the question of solidarity among teachers, possibly because the meeting was held at the very end of the conference. At Sheffield Mr. Fisher declared himself to be a supporter of the Act of 1918, and Mr. James Graham read a noteworthy paper on "The Finance of Education." Despite the many excellent speeches and brisk discussions one cannot help feeling that this year's conferences had about them an atmosphere of unreality. Everybody was conscious that there is just now only one educational question, namely, that of the relation between education and the State. There is ample evidence that a very great number of our citizens, especially among those usually described as the working classes, do desire more ample opportunities for their children. Their desire is not expressed with much coherence or force, and the machinery of the State is not at present greatly affected by it. A campaign in support of education itself is needed, and Mr. Fisher ought to take the lead in arranging public meetings in all our large towns.

### Women's Colleges at Oxford.

An appeal has been issued on behalf of the women's colleges at Oxford, pointing out the grave difficulties which confront them and the urgent need for permanent endowment. The appeal is signed by Lord Curzon, Chancellor of the University, and others. The treasurer is Lady Rhondda, and subscriptions may be sent to her at 92, Victoria Street, London, S.W. 1, either as contributions to the general fund or for the needs of a particular college or hall. It is to be hoped that there will be a generous response to this appeal, for the newly-acquired position of women in Oxford and their admission to degrees will be of little avail if the colleges are unable to provide teachers and equipment. The want of permanent endowments has always been a grave handicap, and one which it was the more difficult to remove because the women students have numbered few members of the wealthy classes. Seldom does one find that a rich young man at Christ Church has a sister at Somerville. The women's colleges have drawn their students from the professional classes and their record of work gives them a strong claim to the generosity of all who care for education. Donations sent to the office of the EDUCATIONAL TIMES will be acknowledged and forwarded.

**The Second Secretary.**

Recently the Hon. W. N. Bruce, C.B., was appointed Second Secretary to the Board of Education after serving as Principal Assistant Secretary in the Secondary Branch. Now comes the news of his retirement under the age limit and of the appointment of Mr. E. K. Chambers as Second Secretary. It may be presumed that the new post is a kind of spring-board hung above the misty abyss of retirement, or it may be intended as a device similar to the "air-lock" used in constructing tube railways and serving to ease the passage of an official from the tense atmosphere of the Board into the more commonplace ether outside. Everybody will regret the departure of Mr. W. N. Bruce and will wish for him a long and happy term of leisure, untroubled by problems of secondary school examinations and percentages of free places. He has won from his colleagues in the teaching service a measure of regard due to his unfailing courtesy and fairness of mind, while his services to Welsh education have been not only distinguished and valuable in themselves, but a notable example of filial piety.

*Lines written by an Oxford Examiner who found a single golden hair in an Ancient History script sent up by a lady.*

Fair maid (or unfair, for I am not sure  
 'Tis fair to "try it on" with such a lure),  
 Tell me how was it you were made aware  
 That "beauty draws me with a single hair?"  
 Who told you I become all soft and mellow  
 Whene'er I meet that special shade of yellow,  
 And how my wife declares I fitted am  
 For any rôle except *coiffeur des dames*?  
 Perhaps you thought a hair from such a tress  
 Would wing love's dart straight through to my  
 address?  
 Is it a charm? If I apply a light  
 Will Aphrodite swim into my sight?  
 Or, thinking that your comeliness had smit me,  
 D'you send a hair of—well, the dog—that bit me?  
 Perhaps you've loved me long. Why make the  
 mystery  
 The darker, as a piece of ancient history?  
 I can't identify you. 'Tis a pity;  
 I know not if you ugly are, or pretty.  
 And I don't think I've ever seen alive a  
 Lady that I could really love—in *viva*.  
 Indeed, it cuts me to the quick, good Kate,  
 That on a single hair should hang your fate;  
 Yet . . . since perhaps you've sacrificed for luck,  
 you  
 Shall be rewarded; for I will not pluck you.

TERRÆ FILIUS.

**THE EDUCATION OF LABOUR.**

BY G. D. H. COLE.

THERE has certainly never been so keen a demand for educational facilities among the organised workers as exists at the present time. All the agencies which are endeavouring to organise educational work for Trade Unionists and Co-operators have the same story to tell. They find both their financial resources and their staffs of really qualified teachers altogether inadequate to the demand. Indeed, were it not for the fact that money is so scarce as to make any considerable development impossible under the present conditions, the shortage of teachers with that real understanding of the working class movement which is required for adult working class education would be by far the most serious problem confronting those who are seeking to develop the movement.

The years before the war were the pioneering time of adult education for the workers. During the years before 1914, a whole series of new movements aiming at carrying education of the highest standard into every big industrial centre developed rapidly. In comparison with the field to be covered, all these experiments were, of course, only on a small scale; but they did lay the foundation of what may, if we take advantage of our present opportunity, become a movement which will carry the best educational facilities every year to literally hundreds of thousands of working class students.

Some of these movements have been fully described in the extremely interesting final Report of the Government Committee on Adult Education, and the Committee has outlined the steps which it considers ought to be taken in order to set the movement firmly on its feet. It is now, however, nearly two years since this Report was written, and it is already manifest that very little is likely to be done to give practical effect to its conclusions unless there is a real mobilisation behind it of Labour and educational opinion. Those among the organised workers who keenly desire education are, it is true, only a small minority of the whole working class; but they are numerous enough and have sufficient backing behind them to secure what they want if they organise consciously and on the right lines with that object. The Trade Unions in the past have been far too little conscious of their responsibility, not indeed for themselves undertaking the educating of their members, but for seeing that everything possible is done to place the best sort of education within the reach of every member who is willing to avail himself of it. Gradually the Trade Unions are coming to realise that this responsibility does rest upon them. The pioneering work of the early Labour educational bodies is producing its effect, and there is already more than a chance that the working class movement as a whole will take up the question of education and endeavour to secure the carrying into effect of a comprehensive scheme for every trade and every district.

The agencies which have been most active in the working class world in the past are three. Ruskin College, Oxford, closed to residential students during the war period, maintained and developed its Correspondence Department, and has now reopened its doors to workers, who come to it with scholarships from their various

unions and societies. The Workers' Educational Association, operating on a far larger scale, has covered the whole country with a network of branches and classes ranging from Tutorial Classes, conducted under the auspices of Joint Committees nominated half by the University and half by the W.E.A., to short lecture courses and Study Circles of every description. The Labour College and its vigorous propagandist auxiliary, the Plebs League, have also set up large numbers of classes in the industrial areas and have done a very great deal to arouse the Left Wing of the Labour movement to the need for independent working class education.

These bodies are by no means in agreement as to the lines along which working class education ought to proceed. The W.E.A., for example, while standing for the principle of control by the organised workers over their own education, accepts to a great extent the principle of collaboration with the Universities and with the Local Education Authorities and the Board of Education. It establishes and conducts, indeed, many classes of its own; but a large number of its most successful classes are the three-year Tutorial Classes, in the establishment of which it acts jointly with the University. The Plebs League and the Labour College, on the other hand, have their very definite view of the meaning of "independent" working class education. The Labour College itself is jointly owned and controlled by the South Wales Miners' Federation and the National Union of Railwaymen, although it is open to students from all sorts of working class bodies. The Plebs League, through its vigorous monthly magazine the "Plebs," continually attacks the W.E.A. on the ground that it is not a class-conscious organisation, and presses, in season and out of season, its demand for strictly class-conscious "proletarian" education based, so far as its economic side is concerned, on the Marxian philosophy. "I can promise to be candid, but not impartial," is the motto which it places every month on the cover of its magazine, which has a large working class sale and has made itself a well deserved place amongst Left Wing periodicals. To those who have had any part in the actual teaching work of the W.E.A., the attacks of the Plebs League upon it seem often extraordinarily unreal; for the W.E.A. lecturer is left perfectly free to say what he chooses and to teach how he chooses, subject to the observance of reasonable educational standards. But the violence of the assaults made by the "Plebs" upon less definitely Left Wing organisations must not be allowed to blind us to the very big and important work it has done in arousing working class opinion on the question of education. From those sections to which it appeals it has elicited an enthusiastic response which has taken the form of a willingness to put in hard work for the furthering of educational objects in the Trade Union movement. It has taken as its object nothing less than the creation of a new working class culture, and, whether or not it succeeds in accomplishing that which it has set out to do, it is certainly leaving its mark on the Trade Union movement in a keenly intensified desire for education.

What counts, above all, in the making of the working class educational demand is the feeling that knowledge is power, and that the working class movement can only attain to, and effectively exercise, the power which it is more and more demanding if there is a sufficient

proportion of men and women in its ranks who understand the past history of their class and of Society as a whole, and are equipped for dealing with the new problems and responsibilities which power will inevitably thrust upon the workers. They want to "do their own job" and not rely upon other people to do it for them, and they have the keenest possible desire not merely to do it, but to do it well. The impulse behind the working class educational movement is thus essentially social. This does not mean at all that it is confined to a demand for education in economic subjects, although these naturally bulk large, especially in the earlier stages of the movement. The demand itself is very much wider than any merely economic demand. The worker wants to be as well equipped in every direction as the members of any other class, and indeed better equipped by far than the present ruling classes, for the exercise of power and responsibility. The first essential for the effective meeting of this demand, as the Adult Education Committee itself recognised, lies therefore in a full recognition of its social character. This will influence not only the subjects chosen, but still more the manner of teaching them.

The education that has developed both in the W.E.A. Tutorial Classes and in the Marxian Classes of the Labour College is fundamentally co-operative. It is not a case of a tutor teaching a number of individuals, but much more, as the classes get into their stride, of a collaboration among tutor and students in the search for knowledge and for an understanding of the vital problems of history and social development.

Left alone, both these movements will go on developing by their own momentum and by reason of the keen desire that lies behind them; but if they are left to develop in this way they will be hampered at every turn by lack of funds. For, even if the Trade Unions come to their assistance on a very much larger scale than in the past, all the resources that the Unions and the other sections of the Labour movement are likely to be able to place at the disposal of education will not go far in face of the rapidly extending demand. It is this fact that makes the speedy adoption, and development on the right lines, of the proposals put forward by the Adult Education Committee a matter of such urgency and importance. The fundamental principle which must be adopted in applying public money in aid of adult education is that the voluntary character of the education itself, and the control over it of the voluntary bodies which have undertaken its organisation, must be in no way impaired. The officialisation of adult working class education would wreck the whole movement, which depends for its success on the feeling of the workers that it is their own education designed by themselves especially to meet their needs. In the voluntary bodies an effective and satisfactory collaboration of teacher and student has been arrived at, and the preservation of this alliance is a *sine qua non* of success.

How far can the powers possessed by Local Education Authorities and the Board of Education under the Act of 1918, taken in conjunction with the recommendations of the Adult Education Committee, be made the basis of an effective form of assistance to the voluntary bodies which are organising adult working class education? This is the fundamental problem which I shall try to face in my next article.

## THE SONG OF THE WEAVER.

WEAVE I IN AND OUT FOR EVER  
 PATTERNS GAY AND SAD ONES NEVER;  
 BLUE AND GREEN AND RED AND YELLOW,  
 MATCH EACH COLOUR TO ITS FELLOW;  
 FOR MY PATTERN KNOWS NO LIMIT  
 TO THE COLOURS THAT ARE IN IT.

Watch the Weaver choose her colour,  
 First a bright one, then a duller;  
 Red and green and blue and yellow,  
 Colours beautiful and mellow;  
 Crimson reds and rich vermilion  
 Like the coat of some postillion;  
 Yellows from some ancient psalter  
 Time refused to fade or alter;  
 Counterchange of green and lapis—  
 Comely colours for her tapis.  
 Now a new spool in the shuttle  
 Wound with colour soft and subtle,  
 Weaving, watching, watching, weaving,  
 Never once a warp-thread leaving;  
 Follows faithfully the tracing  
 Glancing in the mirror facing,  
 (Stealing glimpses of her tresses)  
 While her thumb the batten presses;  
 Now a ravelled thread needs finding—  
 Shears are sharp! New threads are binding!  
 Keen and nimble, swift and skilful,  
 Ever guiding shuttles wilful.  
 As the pattern grows in beauty,  
 Pleasure takes the place of duty;  
 Dreams she of a goblin master,  
 Sings the sweeter, weaves the faster;  
 Shuttles seem alive and dancing—  
 Errant knights on steeds a-prancing;  
 Bow-strung arrow never lingers,  
 So the shuttle leaves her fingers.

Thus the Norman maidens carolled  
 Weaving lore of Saxon Harold.

Life is but a loom for weaving  
 Divers colours alternate,  
 Endless patterns past conceiving,  
 Warp and weft, and Love and Hate,  
 Joy and Sorrow interweaving—  
 Shuttles in the hands of Fate.

Soft! the maid has quit a-spinning,  
 Snapped the thread and hushed the beat;  
 By the loom stands Death a-grinning,  
 For the web is now complete,—  
 At his girdle shears a-dinning,  
 On his arm a winding-sheet!

WEAVE I IN AND OUT FOR EVER.  
 PATTERNS GAY AND SAD ONES NEVER!  
 BLUE AND GREEN AND RED AND YELLOW,  
 MATCH EACH COLOUR TO ITS FELLOW;  
 FOR MY PATTERN KNOWS NO LIMIT  
 TO THE COLOURS THAT ARE IN IT.

FRED RICHARDS.

## THE EDUCATIONAL OUTLOOK.

By P. M. G.

Two years ago we were rejoicing over the impetus given to Education by the passing of the 1918 Act, popularly known as the Fisher Act. All interested in education welcomed the Act as marking a distinct step forward in the march of educational progress, and there seemed good reason for believing that the mass of the people was at last realising the vital importance of education as a factor in the welfare of the nation, and was, moreover, taking a broader view of what education really implies.

For education is a force which is constantly acting for good or ill throughout the life of every individual.

When we say that a man has no education we are confusing "Education" with mere "Schooling." Education of one kind or another we cannot escape from, do what we will, and it is just for this reason that it is so important that the education of children and young people should be purposeful and not merely accidental, that, in short, the force should be given that direction which will promote the best possible growth, physical, mental and moral; and it is equally important that the control should not be discontinued too early, but should persist until such time as the growth may reasonably be expected to continue in the right direction, strong enough to withstand those influences which might divert or retard it.

We rejoiced, therefore, that the time seemed near at hand when the education of children would begin earlier and continue to a later age, at any rate until the critical period of adolescence was passed, and that throughout this lengthened course education would not be regarded in its narrow sense of mere instruction, but would be broadly and liberally interpreted, having for its object, not the mental progress only, but also the physical and moral progress of every individual child.

That was our hope, to that we were looking forward, and it filled educationists with new zeal and new enthusiasm.

Education Committees began to stir themselves, and I question whether members of education authorities or their officials ever gave in any similar period anything like the time and thought to educational affairs that they have given in the last two years.

But, alas! all is now changed. We were optimistic enough to think that all were converted to the need for education—that the idea of a liberal education as a luxury for the few only was dead.

But the anti-educationist was still in our midst, "we had scotch'd the snake, not killed it."

In the glamour of winning the war, Tommy was a hero and nothing was too good for him or for his children. Even among reactionaries the time was not opportune for an outcry against such reforms as were directed to the uplifting of the children of those who had fought and died for us.

So the anti-educationist was silent, the tongue of opposition was still.

But the burden of taxation and of local rates began to press heavily on the taxpayer and the ratepayer, and an outcry arose among men of all classes, backed up in no uncertain voice by the daily and weekly press, against



the appalling waste and extravagance of the Government. The habit of spending money like water which grew up during the war, excusable no doubt at the time, though the waste was appalling, this habit has been continued ever since the Armistice, and thinking men of all parties are calling, and very rightly calling, for a halt.

And so the anti-educationist sees his opportunity. He doesn't deem it prudent even yet to declare himself an honest opponent of extended education for the people, but he cloaks his opposition in the garb of necessary economy, as being more alluring and at least equally effective.

Now we are all in sympathy with the protest against waste and extravagance, against the habit of loose spending, one may say of squandering public money, of which there is only too abundant evidence.

But it is strange that while many forms of expenditure have been attacked, it is just in connection with those things on which we can least afford to curtail expense that the attacks have so far proved successful—education, health, housing, and the like.

The practical business man (whose meddling with State affairs has not been an unqualified success) strains at the gnat of education, but will swallow easily the camel of naval and military expenditure. He refuses to invest a modest sum in what may be regarded as a gilt-edged security, while he is willing to risk large sums in the more seductive "flutter" of naval and military expenditure. Yet, as it seems to many of us, the refusal to adopt a progressive policy in regard to education is to declare ourselves to be already in that state of bankruptcy which it is the ardent desire of the economists to avert. There seems reason to believe that the economy campaign is being used by a section of the public which is opposed to the idea of further education for the people. There is at any rate, in certain quarters, an antagonism to any additional expense in education which is out of all proportion to the amount in question, and can only be explained by a rooted dislike of the object for which the expenditure is required.

We are forced to the conclusion that the battle is not yet won, that the belief in the benefits of education is not nearly so universal as we thought, and that there is still a considerable body of public opinion that is determined that, though education may continue to be compulsory for all children, such education shall be as limited as possible.

What, then, is to be the attitude of professional educationists and of all who care for education? Are we to be content to drift indolently with public opinion, and to resign ourselves to the growing apathy to educational progress, or are we by renewed efforts to endeavour to rekindle the flame of educational enthusiasm, and to go forward determined as far as in us lies that the education of the future shall be more worthy of the name?

The general misconception in regard to the significance of education is due in a great measure to the kind of thing which masqueraded as education during the latter part of the last century, and it isn't a pleasant thing to remember.

Mechanical drill in the three R's, keeping large masses of children in something like order from 9 to 12 and from 2 to 4, the everlasting giving of oral lessons, which the children never learnt, and the 101 other things that have gone by the name of education are **not** of vital importance ;

we know they are not, and the public knows they are not, and so long as the public thinks that the aim of the 1918 Act is to give us more and more of such practices, we cannot quarrel if it refuses to spend another farthing.

There is, as I have ventured to indicate, and as I firmly believe, a section of the public antagonistic to popular education except of a very limited type, but I doubt if even the present economic position would have been sufficient to enable them to put up much of a fight if the education of the last 50 years had been of a kind suited to the needs of the children who have had to endure it.

Comenius said of schools as he found them, "They are the terror of the boys and the slaughterhouses of minds—places where a hatred of literature and books is contracted."

We have travelled a long way since Comenius, but some of us I daresay can call to mind in our own experience schools which might fairly be said to answer this description.

And I am sure if we are honest we shall readily admit that there are in many schools to-day practices which we should be ashamed to proclaim as necessary or even helpful to a healthy growth and development, or as in any way calculated to train up a generation of useful, intelligent, broad-minded citizens, truly worthy of their magnificent inheritance.

The duty of those engaged in the business of education, then, is clear. Every effort must be put forth to make the education our schools provide more satisfactory.

I am not suggesting that we should pay more attention to a certain type of business or professional man, who seems to have forgotten that he ever was a child (and, in truth, it is sometimes difficult to realise that he ever possessed the beauties of childhood) and who never ceases to complain of the inefficiency of present-day education as manifested by his office-boy, but rather that we should strive to make our schools minister more fully to the needs of the children.

If we do this, we shall, I am sure, in time reach the understanding of the parents.

So may we confidently hope that the present set back may be but temporary, indeed it can be no other, and look forward to the time when the people of England will not be content to have a limited instruction thrust upon it, but will demand a larger and fuller education for every one of its children.

SIR ISAAC PITMAN AND SONS, LTD., send from their new address, 39 and 41, Parker Street, Kingsway, W.C.2, a prospectus of their long-expected "Encyclopædia and Dictionary of Education," which has been delayed by the war but is now ready for publication in thirty-one fortnightly parts at 2s. net each. The first part will be published on the 12th February. The complete work will contain nearly two thousand pages and over that number of separate articles, each written by a specialist. As a work of reference the Encyclopædia will be of the utmost service to teachers and administrators, and it is hoped that the enterprise of the publishers will meet with encouragement such as will lead them to maintain the work as a kind of Encyclopædia Britannica of Education. Professor Foster Watson is the editor, and with him are associated 850 contributors. The specimen pages show that the work is well printed in clear type and that the illustrations are of first rate quality. The completed parts will bind into four convenient volumes, for which cases will be obtainable. Teachers are recommended to take steps to obtain this Encyclopædia, which will be indispensable for all who are interested in educational work.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### I.—Asclepiades of Samos (fl. B.C. 300).

Of the forty-three poems in the Anthology attributed to Asclepiades three are spurious. The epigram on Hesiod is probably by Archias, that on Alexander's statue by Archelaus. The lines on Queen Cleopatra's amethyst ring may be by Antipater of Thessalonica, but cannot be by Asclepiades, for the first Egyptian princess of that name lived many years after his death. Of the remaining forty epigrams one is ascribed doubtfully to Hedylus or Asclepiades, four doubtfully to Poseidippus or Asclepiades; and it is possible that with all five poems the doubt dates from their first publication. A scholiast on Homer quotes a poem of Poseidippus as coming from a volume called the *Soros* or "Garner," and in all probability that volume was a joint collection of verse published by the three Samian poets together, just as Wordsworth and Coleridge published the "Lyrical Ballads," or the Tennysons the "Poems by three Brothers."

We have, then, only thirty-five poems—that are certainly by Asclepiades, and of these the large majority deal with the pleasures or, more frequently, the pains of love; poems written with perfection of style combining the new fervour of amatory enthusiasm with the graceful simplicity of classical art—"in the hands of Asclepiades an epigram is like a precious bronze chiselled by the artist with loving care." There is also a small group of epitaphs, for the most part imaginary, such as those for the tombs of Ajax and Arceanassa; one dedication; and most interesting of all, three semi-colloquial pieces, the first attempts in that vein of poetic realism which was developed later with such success by Theocritus and Philodemus, and after them by those born realists, the Roman poets from Catullus to Martial.

#### A Seaside Grave.

Hold back, thou boisterous sea,  
For these few yards refrain,  
And roar and billow free  
Within thine own domain.  
For if thou be unkind  
And wreck these funeral stones,  
No treasure wilt thou find  
But only dust and bones. A.P. vii. 284.

#### On a Scroll of Erinna's Poems.

This small sweet book is mightier far  
Than all our learned poets are.  
Alas that death so swiftly came  
To quench Erinna's maiden fame,  
For nineteen summers scarce had flown  
Ere Plato seized her for his own. A.P. vii. 11.

#### A Dedication.

Young Connar won the writing prize  
And eighty marbles proudly took;  
The children clapped with wondering eyes  
So fair his copy book.  
All honour to the Muses be!  
To them he gives the laughing face,  
Old Chares' mask where still we see  
His comical grimace. A.P. vi. 308.

### The Deserted Mistress.

Once he would clasp me to his breast,  
But now no more his face I see.  
I weep alone: not e'en in jest  
Gives he one thought to me.  
Love anguish brings, as well as joy,  
He does not always sweet remain;  
And yet poor lovers love the boy  
The more for all their pain. A.P. xii. 153.

### The Nest.

A Cupid small, an easy prey,  
From mother's arms I flew away.  
And now to Damis have I come  
Never again from her to roam.  
For loved and loving, free from care,  
With one alone her heart I share. A.P. xii. 105.

### Amor Improbus.

Long are the hours: the storm winds blow:  
Night passes ere the Pleiads set;  
But still before her door I go  
With driving rain all wet.  
This is not love, this torturing smart.  
These arrows forged in flaming fire;  
I know her false, but yet my heart  
Still burns with mad desire. A.P. v. 189.

### The Rake's Progress.

Five wreaths! When will he come, I say!  
What's that I hear you grunt, "Assez"?  
"You've got no change." Deuce take you then;  
Servants forsooth, you're highwaymen.  
"You've done no wrong." Well, we will see.  
Here Jenny, bring his book to me.  
"Five shillings wine." You dirty dog!  
I'll truss you up, you Lapith hog.  
And what's this—"Sausage half-a-crown."  
Fish, eggs, and pastry all put down,  
And honey—Stop, I've had enough,  
To-morrow I'll go through the stuff.  
Now off to Truefitt's, and be quick  
Unless you want to feel my stick.  
Five silver vials I must have,  
One for each kiss my darling gave.  
Our couch was witness to my vow,  
And I must pay the price I trow. A.P. v. 181.

### The Batman.

Now Pat be off, and don't be late,  
Three herrings buy at Billingsgate;  
And then some sprats—say half a score—  
And prawns—he'll count them—twenty-four.  
The florist's shop is on your way,  
So don't forget a big bouquet.  
And while you're there you might invite  
My darling Belle to come to-night. A.P. v. 185.  
F. A. WRIGHT.

## JAPANESE COLOUR PRINTS AT THE BRITISH MUSEUM.

BY H. F. T. COOPER.

ALL students of art should visit the King Edward VII Gallery before these treasured possessions of the nation are withdrawn from the stronger light of lengthening days. Not since the Harmsworth Exhibition of 1913 has this beautiful art been so adequately presented. In passing from one masterpiece to another, some idea is gained of the power of design possessed by these artists, not only in the portrayal of their daily environment, but of history and legend. Mr. Binyon's concise essay in the Guide provides the best introduction to the Exhibition, but a few notes in connection with the accompanying illustrations may draw attention to certain points of interest in individual prints.

Dealing first with the two prints illustrated at the top of the page for purpose of comparison, No. 9 dates from about 1750, when the use of two-colour blocks had almost superseded hand-colouring. No. 64 is the product of the art at its zenith, some forty years later, when printing from many blocks had long been in use. Both artists were here concerned with the expression of movement, the earlier, Okumura Masanobu, in youth's joyous anticipation of a theatrical performance, the later, Kiyonaga, in a ceremonial visit to a temple, probably for the naming of a child.

In the earlier print the two colours used are red and green. They blend perfectly, but the rich effect is partly attained by the ample use made of the white of the paper and the more sparing use of solid black, as in the chequer pattern. By the varied proportion of the colour on the white ground and the white on the coloured ground, an effect of tone is obtained in contrast with the fields of solid colour. It is interesting to note how simple is the rhythm of the design; mainly, the inclined heads of the girls and the important feature of the play-bill no more than sufficiently balanced by the angularity of the box on the boy's shoulder. Note the subtle omission of pattern on one of the broad vertical stripes of the boy's robe to emphasize movement by the indication of the limb beneath. Lastly, in just three small patches, green is printed over red to give further variety. This overprinting is so tentatively used that it may have been an early experiment in the use of three colours.

Mr. Clausen recently suggested to the National Society of Art Masters that the old method of flat copying was not amiss provided the copy interested the student. Much may be learnt by looking at this print with the care necessary for copying. The outlines of the design might be copied from the blackboard (or direct from this illustration), and the student could enjoy the freedom of self-expression in designing different patterns for the robes. Every kind of device, symbolical, geometrical, floral, animal, and landscape (sometimes with figures) was brought into service for robe-decoration, and prints identical otherwise were sometimes re-issued with the patterns on the robes varied, or with altered colouring.

The composition of the stately processional group in No. 64, by Kiyonaga, recalls something of the form and of the grandeur of a chain of mountain peaks. Its closely knit and richly coloured figures are rounded off by the black coiffures of the women and the black robe

of the all-important figure of the child borne aloft, whose head and shoulders crown the composition. This black robe is a salient feature of the design. Accentuated by the white head-kerchief of the child-bearer, it falls with a wonderfully spirited contour sheer into the centre of the group. It might conceivably have split up the composition, instead of which it gives unity, for besides linking up the attendant figures in the rear, it provides the central black from which the other blacks radiate. It should be noted that while in this print there are five colours—purple, red, blue, green, with a little yellow—and the patterning of the robes is slight, an equally rich effect is achieved in the early print with two colours—red and green—largely by the use of pattern. In piquant contrast with the dignity of the composition, the facial expressions of the little group are rendered with a lively perception of the humour that underlies these familiar scenes. While the child looks straight ahead, conscious of the personal glory of the occasion, the seniors are looking back with disdain or curiosity, perhaps at some neighbours on the like pilgrimage.

No. 59, "Sheltering from a shower at a temple gate" (the left-hand sheet of three), shows the same artist's mastery of landscape. It is a pity that the other sheets are not in the Museum, as they are necessary for the true appreciation of this fine expression of a sudden storm. They show graceful women—some with umbrellas, others running without; drenched and beaten crops; two rugged but unruffled pines; and little figures seen against the sky, hurrying along a desolate looking embankment, exposed to the full force of the storm. The great tree, seen on this sheet within the temple gate, spreads to the next sheet, its branches bowed and foliage quivering under the lash of the storm. Not until the time of Hokusai and Hiroshige were rain effects produced in prints to equal this. But in the true spirit of this art, the supernatural side is also portrayed, not without humour. Above a cloud, the rain-gods, pipes in mouths and very human in appearance except for horns, are directing operations. One with feet dangling over the edge appears to be watching the result with satisfaction.

The other two prints illustrated here are both by Utamaro, the most prominent artist when Kiyonaga retired. No. 81, "Girl with a taper," is a very beautiful expression of the moment after awakening, when the actions of the limbs appear almost mechanical. The contours of the outer robe are finely accentuated by the varied disposition of the narrow close stripes of the material, but more strongly by the vertical line of the screen. This copy of the print being slightly reduced in width at the left side, misses a portion of the screen (over which hangs some trifle of drapery) and so brings the figure nearer the edge than was intended by the artist. The robes are gray over red with purple sash, and the background is yellow dusted with gold. The remaining illustration is of a print not exhibited, but belonging to the same series as the last. It is a good example of the resource of invention possessed by Utamaro to which Mr. Binyon refers. The use made of the screen to buttress up the great whirl of curves is most interesting. The figure of the prostrate girl shows how finely this artist could render form by the contours of draperies.

Is it too much to hope that at one of the promised future exhibitions of this art the other three sheets of the Tamagawa may be seen?

## LITTLE PLACES.

By ERNEST YOUNG.

The really little places are usually unprovided with trains, though, in these days, they may occasionally be served by motor 'buses. They are so far removed from larger centres of communication and so badly provided with means of transport that they have been able to preserve a large measure of their individuality. It is true that there are still some little places, not much affected by the doings of the crowds, that are in railway communication with denser masses of population. And in these there still may linger traces of that older world that knew nothing of steam or electricity. But almost inevitably, from the day the first train arrives at a remote corner of anywhere, the particular idiosyncrasies of that particular corner begin to be affected by the currents that flow to and from what Cobbett called "the wen." Now hundreds of volumes have been written about these wens, about London, Venice, Constantinople, and their like, in fact about almost every large centre that has in any way played a prominent part in national or international life.

But the little places, and especially those that lie buried in wood or valley, and have no main roads of steel or stone, have but few if any chroniclers, and no publishers falling over each other in their anxiety to publish these same chronicles, even where they supply. And yet, in these days, when the development of communication is tending to reduce all the cities and peoples to a monotonous uniformity of appearance, activity and outlook, any lonely spot that in its present preserves a vivid memory of its past is really worthy of a record, however short and humble.

For in these centres of isolation humanity preserves characteristics and crafts unaffected by contact with larger and busier spheres. There the ale house, together with the church, can usually provide the observer with something definitely belonging to epochs whose traces are elsewhere rapidly becoming blotted out. I have put the ale house first because it is first in time—a far more ancient institution than the church. In many an unfrequented corner of the world the public house and the smithy can still be found where there is no sign of a church, for they minister to some of the earliest needs of developing humanity—food for traveller, man and beast, repairs to cart and sledge, shoes for the horse. But rarely are the services of the church unaccompanied by those of the innkeeper and the smith.

I am looking out of my bedroom window in a village in the restored part of the Italian Tyrol; the village has no rails though it has a motor. The people still wear a costume that centuries of use have rendered peculiar to this one bit of the valley. The new motor will bring in styles of dress from Bolsano, and the costumes, one by one, will become old-fashioned and disappear.

The district is one of rock and wood, and as there are no shops and few imports, and, as in past years, the distance to a town was too great to make journeying thither anything other than a momentous enterprise, the village and most of its contents are eloquent of the environment. Wood and stone have been used to their fullest extent, from the making of a spoon to the building of a house. There are metal articles, of course, but they are few in number when compared with similar articles in use in the towns. In front of the inn, which strives to be up-to-date, there are iron tables and iron garden seats—all the way from Vienna; next year there may be no wooden spoons, and the houses may be roofed with galvanised iron instead of with shingles of pine. In fact, when the village erected a new shrine to Mary the Gracious Mother, they roofed it with a metal roof; wood was too cheap and common with which to do her honour.

And there are places, here in the Tyrol for instance, where I write, where the material needs of man have not blotted out the memory of his spiritual needs, for in the room below me the peasants are sitting taking their wine at long bare wooden tables under an almost life-sized image of the crucified Christ.

If there is any study that has been neglected more than another it is probably that of the interaction of man and his environment—geographical control. Though the effect of this control may still be seen in the sites of cities, in the material and style of their ancient buildings, and in the localisation of their industries, it is not always so easy to trace in the habits and characters of the inhabitants. But in the little places the geographical factor is still of immense power and importance; here the roofs are of wood, there of slate, there again of thatch or tile according as the locality provides the material; here man has a spacious outlook reflected in a wide mental vision, there more confined surroundings with a consequent cramping of the imagination. It is in the lonely abodes that both the material and the spiritual effects of an environment are most clearly realised, but it is the lonely abodes that receive so much less attention than their mental and spiritual significance deserves.

**Kent Education Committee.**

The thirteenth Annual Report of the Kent Education Committee is in striking contrast to that of the preceding year, which covered the whole of the period from August, 1914, to August, 1919. The foreword states that the "Twelfth Annual Report was not merely a survey of the work done during the years of the war, but also aimed at indicating the general lines of policy in accordance with which their scheme, under the Education Act, 1918, would be framed. The present report is a brief review of the Committee's work during the year. Before the report for 1920-21 is issued the Committee hope that their scheme under the Education Act of 1918 will have received the approval of the Board of Education." After referring to the difficult circumstances under which the scheme will be presented, to the demands that a limit shall be set to the growing expenditure, mainly due to increases in teachers' salaries and in the cost of building and of material, the foreword goes on to show that in the matter of rates Kent bears favourable comparison with other counties.

It must be remembered that, prior to the passing of the Education Act of 1918, the provision of Higher Education was permissive, and that a considerable number of counties had done very little in the way of providing facilities. The Kent Education Committee, on the contrary, had anticipated the Education Act of 1918. They provided, while the cost of labour and material was low, a considerable proportion of the facilities for Secondary Education, the provision of which is now obligatory upon all Authorities. The capital expenditure incurred by the Committee and the Council upon the provision of Secondary Schools during the years 1902-14 can safely be put at considerably less than one-third of the cost which would have been involved had such expenditure been deferred to the present time or to the immediate future. The present county rate for Higher Education is, therefore, high in comparison with that of some Authorities. The ultimate result of the foresight of the Education Authority, however, must be a very substantial saving to the ratepayers of the county. This conclusion is supported by the fact that, whereas in the returns published by the County Councils Association last year, the rate for Higher Education in this county was greater than that in any other English administrative county, the figures for the present year show a very different state of affairs.

The Education Committee in framing their scheme for future educational provision in the county fully realise the need for economy. They are assured, nevertheless, that they will be supported by the great mass of popular opinion in their effort to develop through education the potential wealth of the community to the fullest possible extent, believing, as they do, that such development is an essential condition of the continued prosperity and well-being of the county and of the nation.

## MUSIC AND EDUCATION.

**A Lost Musician.**

"I have absolute pitch; you do not know what that means," says Hagedorn in Frank Harris' "A Mad Love, the Strange Story of a Musician." As the author does not reply, the musician gives this somewhat unusual explanation: "It means that between two notes that succeed each other you hear only an interval. I know myriads of tones between them." Now, apart from the fact of one man's sense of pitch depending on another's ignorance, I was interested in this definition of absolute pitch, which seemed to me more like a definition of relative pitch, and so reading through the volume, expecting another Dubedat, I discovered this remarkable portrait of a musician, and one moreover who always talks about music—when not delivering quaint sidelights on painting. To find an artist depicted, in a play or book, in such a way as to be credible to anyone practising the same art, is so rare that one feels Mr. Frank Harris' achievement to be a matter for congratulation from all creative musicians. It is true that some of the things he says might have been heard and repeated, such as "The only good music is that of a string quartette"; and it doesn't require a great musical ability to notice that Mascagni's nightingale in "Parisiana" is "intolerably bad," especially after forty-five minutes of it; but the important part of the book, the imaginative projections, so to speak, are obviously creations of the author's brain.

He is conceived rather on the lines of Scriabin. Shortly before his death, Scriabin wrote that he "hoped to arrive at that point where all the Arts were one." He meant to find it in this world, and the assertion raised cackles of laughter in certain quarters where more parochial ideas are entertained. And, indeed, it is a fairly common notion that writing and painting are representational arts, allowing for a little poetic and pictorial licence (*sic*), and that music alone is absolute—Bach, of all people, being frequently dragged in as a proof of this. Scriabin, as also Bach, knew better. He realised that nothing was quite so simple as that.

Mr. Frank Harris' musician is such another. His perfect ear and instrumental ability (he can play any instrument) give him tremendous scope. Using a violin for the time being, he gives a concert of the following items:—

1. A young nightingale learning to sing;
2. A nightingale after he has found his love;
3. How he should sing—

and that is where the nightingale is very properly put in his place, and this—for the musician reader—is the key of the idea. Hagedorn uses his imitative skill, but despises it, recognising, nevertheless, the true relation between natural noises and music, just as a creative painter recognises the relation between natural forms and painting.

To us who are interested in the teaching of music, and who tend rather to reduce it to a method and to believe in its more mechanical devices, as does Mr. Frederick Corder, to judge by his book on musical composition, this imaginative probing into what might be comes as a welcome disturber. Alas, there is a barrier between us and the fulfilment of Hagedorn's greatness. "Life to me is like an obscene monkey's cage," he says—and there was a love tragedy which wrecked his life, and so none of his work was ever written. And I presume therefore—for after reading the book I have perfect faith in his existence—that that is why Joachim never played any Hagedorn quartettes.

I cannot close without one more quotation: "just as ridiculous . . . to use a flute for a bird's note . . . a violin can give the tone much better if he had only known." "He" is Wagner. This is a very refreshing statement in a fine and daring book.

RUPERT LEE.

## CHRONICLE OF EDUCATION.

- Dec. 10—Princess Margaret of Denmark opened the new headquarters of the Anglo-Danish Students' Bureau at 50, Russell Square.
- Dec. 10—First commemoration dinner of King's College, held at the Hotel Cecil. Principal Barker presided. Address by Sir Robert Blair.
- Dec. 17—Circular 1185 issued by the Board of Education to Local Education Authorities requesting that the authorities will not commit themselves to incurring new expenditure.
- Dec. 21, 22.—Twentieth Annual Conference of Association of Preparatory Schools. Chairman: Mr. E. G. H. North.
- Dec. 23—Parliament prorogued until February 15th.
- Dec. 24—Mr. Fisher addressed a letter to Lord Burnham on teachers' salaries.
- Dec. 29-Jan. 8—Conference of Educational Associations.
- Jan. 1—Issue of Standard Scale I. by the Burnham Primary Committee.
- Jan. 6, 7, 8—The Fourteenth North of England Education Conference at Sheffield. Civic Reception by the Lord Mayor, Alderman W. F. Wardley, and a Demonstration in Educational Cinematography. The Rt. Hon. H. A. L. Fisher, M.P., LL.D., delivered the inaugural address.
- Sir Henry Hadlow: "Education and Leisure."
- Miss J. F. Wood, B.A.: "The Training of Teachers."
- Mr. C. W. Crook, B.A., B.Sc.: "The Supply of Teachers."
- Mr. Lloyd Storr Best, D.Litt., M.A.: (1) "Latin as an integral part of the curriculum in every Secondary School"; (2) "Latin as an auxiliary international language."
- Sir H. J. Mackinder, M.P., M.A.: "The Teaching of Geography in relation to the British Empire."
- Mrs. Penelope Wheeler: "Education and the Drama."
- Mr. G. E. Linfoot, B.Mus., B.Sc.: "Music in Schools."
- Mr. James Graham: "Finance of Education."
- Mr. F. J. Leslie: "The Burnham Reports."
- Mr. V. W. Pearson: "The Education of the Citizen."
- Professor C. H. Desch: "The Relation of Technical Education to Industry."
- Mr. Eclair Heath: "Technical Education in the National Scheme."
- Mr. Spurley Hey, M.A.: "The Day Continuation School as a Social Force."
- Professor Green, M.A.: "The Pedagogics of Handwork."
- Mr. C. C. Jahn: "The Training of Art Teachers for Elementary Schools."
- Mr. H. A. Cole: "Physical Education."
- Jan. 10—Opening day for twenty-three Day Continuation Schools in London.

**Some Appointments.**

Mr. James Colquhoun Irvine, C.B.E., Ph.D., D.Sc., Professor of Chemistry, as Principal of St. Andrew's University, vice Sir Jno. Herkless, deceased.

Mr. M. E. Woodhall, M.A., as Headmaster of the Lady Manners School, Bakewell, Derby.

Dr. Godfrey H. Thomson as Professor of Education, Armstrong College, Newcastle-on-Tyne, in succession to Professor Mark Wright, who has retired.

## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

**Mr. Fisher's Letter to Lord Burnham.**

When I wrote last on the Burnham Report, Scale I had not been published and much interest centred around the key figures to be adopted. The scale has now been published and it approximates so nearly to Scale II, from which it differs only in maxima, as to be almost identical with it. Interest is no longer centred on Scale I. It has been switched off. Something in the nature of a bomb-shell has fallen. Mr. Fisher has written his long-delayed letter to Lord Burnham on the second report of his Committee and has written in such terms as would seem to endanger the bargain arrived at and embodied in the report.

Before saying anything on the contents of the letter, let me say this: There is not the slightest reason to think Mr. Fisher has altered his favourable attitude to primary school teachers. He stands where he did when he piloted the Superannuation Act through Parliament; he is as well disposed to them as when he agreed to pay  $\frac{3}{5}$  of the salary bill; he is as anxious as ever for the continued existence of the Burnham Committee. What then has happened? Just this: The Treasury has become alarmed at the increase in the grants for education foreshadowed by the adoption of standard scales and, having resumed its old power over the purse-strings at the instigation of a Cabinet seriously perturbed by the clamour of the stunt press, has over-ridden Mr. Fisher's good intentions and compelled the Board of Education to put limits to its expenditure during the coming financial year. It is, therefore, unjust to blame Mr. Fisher for the contents of his letter.

**The Situation.**

From the letter it appears that standard scales cannot be sanctioned for grant purposes in detail even if approved by the Burnham Committee. The cost of the scales in the aggregate must first be ascertained and local authorities which put standard scales in operation before their approval by the Burnham Committee and sanction by the Board of Education will therefore run the risk of having to pay the extra cost themselves. (2) The **minimum** carry-over as from 1st April next cannot be guaranteed. (3) There is very little hope that an accelerated carry-over will be recognised and no hope of an immediate carry-over being allowed so far as grant on it is concerned. (4) Existing standard scales will probably not be recognised for grant until confirmed and approved. (5) No scale better than Scale IV will be recognised for grant purposes. (6) As a rule the Board of Education expects the adoption of salary scales to proceed by steps and not by jumps, *i.e.*, from the P.M.S. to Scale I or II, but not to Scales III or IV!

The position as outlined amounts to nothing less than the dishonouring of the bargain made between the local authorities' representative and the N.U.T. This is a serious matter. The two parties are willing and anxious to abide by their bargain, but a third party, the Government, acting through the Board of Education, may—unless something is done—step in and upset it. Such a policy is almost unthinkable, especially when it is remembered the two bargaining parties were brought together by the friendly offices of the Board of Education. Imagine the Minister of Labour, having brought together employers and employed in the labour world, being compelled by the Government to upset a bargain agreed to! If the Burnham bargain is dishonoured the Government must expect to face trouble with a wider circle of workers than those included in the Teachers' Union.

**Day Continuation Schools in London.**

The L.C.C. Day Continuation Schools have made a good beginning. The attendance was most satisfactory. A member of the Central Juvenile Committee says that unemployment among children who have just left is widespread. A plan is under consideration for linking up the Continuation Schools with the Labour Exchanges (Juvenile Section). This will be a most important thing for the schools, and I believe will be heartily welcomed by the teacher.

**Mr. Alfred Flavell.**

It is announced that Mr. Alfred Flavell, M.A., J.P., has been appointed an inspector under the Birmingham Education Committee. Mr. Flavell has been a member of the Executive of the N.U.T. for some years, and latterly has acted as one of its representatives on the Teachers Council. He is a distinguished schoolmaster, and his appointment as an inspector is thoroughly justified.

## SIR LAZARUS FLETCHER.

The Manchester Grammar School has good cause to honour the memory of Sir Lazarus Fletcher, who died on January 7th, for he was one of the first, and the greatest, to profit by the introduction of Natural Science into the curriculum. This was the work of the late Dr. F. W. Walker, then High Master, who foresaw, long before most of his brethren, the part destined to be played by science in the nation's progress. He appointed Dr. Marshall Watts as chemistry master in 1867, and Mr. John Angell as physics master shortly after. Fletcher, who was born in Salford in 1854, was very soon at the head of what was then called the Physical Sixth, and in his last year (1872) acted as demonstrator to Mr. Francis Jones, whose tenure of office continued from that date till 1919.

It was in 1872 that Fletcher began his long series of triumphs. He won a national gold medal for mechanics and a bronze medal for mathematics under the old Science and Art Department; and, what was far more valuable, a Brakenbury scholarship at Balliol for natural science. At the University he redoubled his efforts; he was "highly distinguished" for the Junior Mathematical Scholarship in 1874, and carried off the Senior in 1876; he took firsts in Mathematical Mods, and in Mathematics and Natural Science finals. From 1877 to 1880 he was a Fellow of University College, and afterwards Honorary Fellow.

In 1877-78 he was Millard Lecturer at Trinity, and about that time his attention was directed, almost by accident, to mineralogy. He then became assistant to Story-Maskelyne at the British Museum, and in due course was appointed keeper of the minerals. This post he held from 1880 to 1909, when he became Director of the Natural History Museum, on the resignation of Sir E. Ray Lankester, and received a knighthood.

His health, never very robust, had already begun to fail, and his last few years were spent in retirement at Ravenstonedale in the Lake District, though his death took place at Grange. He leaves a widow and one daughter.

The writer, his junior by some years, well remembers the respect which his attainments secured for him at school, and his unfailing courtesy at Balliol and at the British Museum, on chance occasions. Sir Henry Miers, in the *Manchester Guardian* of January 12th, testifies to his inspiring personality and the value of close association with him. He was as modest as he was learned; he owed nothing to high birth or fortune, but won fame by his character, attainments, and industry.

The long list of his honours and distinctions will be found in "Who's Who," but it may be mentioned that he had been a vice-president of the Royal Society, and served on the Council of that body for two periods; he was awarded the Wollaston gold medal of the Geological Society in 1912; was president and afterwards for many years secretary of the Mineralogical Society, and the author of many papers on crystallography, mineralogy, and physics. His chief publication was "The Optical Indicatrix" (1902), an abstruse book dealing with the action of crystals on light; the very excellent guide-books to the minerals, rocks, crystals, and meteorites at the Natural History Museum are also his work, and show that quality, so rare in an expert, of being able to make his subject inviting to a beginner.

C. L. B.

W. AND G. FOYLE, LTD., School Book Contractors, of 121-125, Charing Cross Road, London, were busily engaged at the North of England Educational Conference in answering enquiries in regard to their school book contract service. Messrs. Foyle point out as the characteristic feature of their new department that undivided attention will always be given to the supply of text-books, and it is intended to specialise in this section of school supplies exclusively.



## EDUCATION ABROAD.

**The Students of Prague.**

The London Correspondent of *The Manchester Guardian* gives an interesting account of student life in Prague from an American lady now in London, who is in charge of Y.W.C.A. work in Prague and in close touch with the Y.M.C.A. and the students' unions there.

It seems, she says, as if the young people of Central and Eastern Europe were consumed with a desire for education. Young men and women, most of them of the farmer class, and many of them desperately poor, are pouring into the universities. Prague was almost crowded out a year ago, and still more hundreds are coming—refugee Russians, Poles, Galician Jews and Ukrainians, Czecho and Jugo Slavs, and Germans. A great many students from Germany are coming to the new German University at Prague, 4,000 students are already attending the new University of Brunn (which has a full faculty), and there are 200 at the new Theological and Medical University at Bratislav.

As there is no school of medicine in Serbia over 2,000 Jugo-Slavs are taking their course in Czecho-Slovakia. Their Government allows them a stipendium of 600 kronen a month, but asks for ten years of service after graduation, when the student may be sent to any part of the country that needs him—or her, for women are also taking the medical course. The Czech Government is very generous in its grants to students, especially to ex-service men.

The housing difficulty in Prague is so great that 300 of the students are giving three or four hours a day to building barracks for themselves. The Government has given a site and four million kronen.

**American Schools and Housing.**

The school children of Springfield, Missouri, have co-operated lately in a remarkable housing programme. A group of local architects furnished designs for a thousand residences, which they laid out in a regular town-planning scheme, with streets, parks, etc. Models of these houses, on a scale of half an inch to the foot, were then constructed by the boys of the Springfield schools, their interest being stimulated by offers of 500 dollars in prizes. The work was all done at home. For the girls there was arranged a competition in interior decoration and furnishing. The result appeared in "Tiny Town," which was placed on exhibition in the local Convention Hall. To make the experiment still more realistic, the children were invited to elect for "Tiny Town" a complete municipal government. This involved an election campaign according to the orthodox pattern, including the delivery of stump speeches and the insertion of election appeals in the newspapers. The construction of "Tiny Town" is to be followed up by the carrying out, on the lines of the exhibit, of a real housing scheme which will run into hundreds of thousands of dollars.

**Canadian Teachers' Salaries.**

From time to time much is heard about a minimum wage and apparently the question has become acute in Canada, for the Teachers' Alliance has demanded from the Alberta Government a minimum salary of 1,200 dollars a year.

In reply, Mr. Smith, Minister of Education, says:—

"I will not be stampeded into the foolish and dangerous steps for which a handful of radical people are agitating. Rather than fix a minimum wage of 1,200 dollars a year, I will resign to-morrow, for I know this can never be done without immediate and lasting injury to the teaching profession. If there is to be legislation fixing a high minimum for teachers, it will logically have to be done in many other professions and lines of work, and it is manifestly clear that a law of this kind can never be forced upon the taxpayers of Alberta."

## BLUE BOOK SUMMARY.

**Grace Terms and Circular 1181.**

We used to be told that at the end of every seven years we had renewed every part of our bodies. Teachers need be under no fear of missing such a physical renewal. They may safely leave it to nature. But the reinvigorating and recharging of the mind is by no means a part of the natural order. You cannot stride through a septennium and be certain of your inspiration at the end. Hence we suppose the remarkable fact that teachers seek it in mutual intercourse at holiday gatherings of their kind. But something more than this is wanted, if the teacher is to ward off that poverty of outlook and staleness of intellect that must inevitably come from daily treading the same paths and following the old routine.

And so we have—some of us—"grace terms," longer or shorter periods when we may leave the school as teachers and enter the college as learners. And the more of us who do it the better for education. That is no new notion, but its recognition by the powers that be is. Turn to the Act of 1918, section 23. This is what it says: "With a view to promoting the efficiency of teaching and advanced study a local education authority for the purposes of Part II of the Education Act, 1902, may aid teachers and students to carry on any investigation for the advancement of learning or research in, or in connection with, an educational institution, and with that object may aid educational institutions." There is one source of encouragement and assistance for the teacher who would like to get but cannot afford to buy. And a recent circular from the Board—No. 1181, dated November 10th—opens up another. Its object is to extend the awards hitherto available for teachers of science only to teachers of "any ordinary subject of instruction" in schools or institutions recognised under the Board's regulations.

It reprints Articles 92 and 93 of the Regulations for the Training of Teachers. The first article relates to special studentships. "(a) The Board may nominate a limited number of teachers for admission to approved full-time courses of advanced study or research at Universities in the British Isles or elsewhere." (b) The nominations are in the first instance for a term or session, but may be extended to two years. (c) This paragraph limits the grant to £100 for a complete session.

These special studentships are intended for post-graduate teachers who are able to obtain a term or longer of grace from school teaching, and are not meant for the assistance of teachers to take any part of a degree course. These come within Article 93. "The Board may aid a limited number of teachers to attend approved part-time courses in Universities. As a rule only courses which extend over a complete session will be approved." In these assisted studentships the grants payable by the Board will not exceed three-fourths of the fees of the approved course and are conditional on satisfactory conduct and attendance.

These assisted studentships will not mean periods of "grace." The students will continue their ordinary teaching work at their school and attend the course for not more than a day a week. Teachers who are interested but indigent should at once apply for a copy of the circular and the proper form of application—and the uninitiated reader may be advised to write the Board direct for the circular, and not to His Majesty's Stationery Office.

Still, assistance is not assured; there is a warning paragraph to the effect that the money for the purpose of studentships is strictly limited and not all applications can be entertained. And, moreover, the special studentships will as a rule be awarded only to teachers who have not less than seven years' service to their credit.



# CONFERENCE SUPPLEMENT.

## THE LONDON MEETINGS.

The ninth annual Conference of Education Associations opened on Wednesday, 29th December, and closed on Saturday, 8th January. During the ten working days over ninety meetings were held, the topics ranging from pure milk to psycho-analysis. While this catholic enterprise was going forward at University College, other bodies were meeting elsewhere. The Headmasters' Association assembled amid the civic splendours of the Guildhall, and the Assistant Masters and Mathematical Association in the more austere surroundings of the London Day Training College. The Historical Association met in Cambridge, and the Association of Preparatory Schools in the Station Hotel, at Marylebone, while the Headmasters' Conference found quarters at the Mansion House. It is a matter for regret that we cannot yet have a wholly comprehensive assembly of teachers, and that certain bodies still hold aloof. It may be thought that a gathering under one roof would be too bewildering and unwieldy, and it must be confessed that the meetings at University College are somewhat marred by the lack of proper cohesion. This is in no way the fault of the Conference Committee, but is due to a certain reluctance on the part of some associations to sink their identity for a few days and share the glory of securing "star" speakers. These bodies should be reminded that they are engaged in a co-operative undertaking and should be more willing to throw their efforts into the common stock. Each conference should have a dominating topic, to be thoroughly discussed at a series of joint meetings where the various associations might put forward speakers to express their particular views. This year it would have been extremely interesting to have had the topic of psycho-analysis thoroughly explored in its bearings on education. More immediately practical, it may be, would have been a series of discussions on the State's relation to education. A dominant topic such as these would not prevent the separate associations from meeting to consider other questions more closely related to their own particular field of work, or from holding their business meetings as at present. The difference would be that the joint meetings would be more numerous and more prominent than hitherto and the note of "solidarity" would be struck more firmly.

This year's Conference owed much to its latest recruit, the Incorporated Society of Musicians. The members of this body provided excellent music at the soirée in the Clothworkers' Hall, organised an admirable concert at Queen's Hall, and also secured the services of Professor Donald Tovey for a most interesting lecture with illustrations.

A crowded audience assembled to hear Dr. H. Crichton Miller give an address on "Psycho-analysis." He said that we could not analyse the average child, adding that the analysis of an adolescent was infinitely more dangerous than that of an adult, which itself was always a dangerous undertaking. He thought it desirable that teachers should know what was going on within themselves and without wishing them to have an extensive knowledge of psycho-analytic books he thought they might learn something of the subject. At present there were colleges suffering from an infection of the "Edipus complex," and he recommended young people to get more knowledge of themselves before analysing others. Self-analysis would be valuable if it removed our spiritual astigmatism and enabled us to see straight.

## THE SHEFFIELD CONFERENCE.

The fourteenth annual North of England Educational Conference was held at Sheffield on the 6th, 7th and 8th January, under the presidency of the Marquis of Crewe, K.G., Chancellor of Sheffield University. On Thursday evening the Lord Mayor gave a reception in the Town Hall, and on the following morning Lord Crewe delivered his presidential address, in which he said that if we were obliged to make a list of economies in order then economy in education would be very near the bottom of the list. When we reckoned up the country's resources our educational system should take the first place.

The President of the Board of Education gave an inaugural address. He said that the increase of expenditure on education was not wasted but justified, and he was prepared to defend it, especially that 70 per cent. of the excess which had gone to improving teachers' salaries. The average increase in the salary of the teacher was still far below that in the cost of living. After speaking of the Burnham reports and urging that we must not allow ourselves to be driven into a parsimonious improvidence, Mr. Fisher declared that the Act of 1918 was the law of the land, adding that it would remain so as long as he was at the Board of Education. The Board would continue to require authorities to submit schemes of development.

In an address on "Education and Leisure," Sir Henry Hadow said that whatever education might be, it was not a breathless personally conducted tour through the arts and sciences.

Mr. J. G. Legge, Director of Education, Liverpool, criticised the advanced course system in secondary schools on the ground that it robbed youth of leisure and opportunity to follow its bent. As a remedy he suggested the encouragement of hobbies and a drastic revision of the advanced courses, giving schools more freedom in arranging groups of studies. He pleaded for an extension to the adult of opportunities for education in leisure pursuits and interests.

Mr. Storr Best, Headmaster of Pitsmoor School, Sheffield, read a paper on "Latin in Schools," urging that it might be used as an international language, to be used in commerce, diplomacy and general intercourse.

Questions concerning the training and supply of teachers were discussed by Miss J. F. Wood, President of the N.U.T., and Mr. C. W. Crook. Miss Wood said that the present system of training was unsatisfactory and inadequate. It was too much restricted to the needs of teachers in elementary schools and even for these there was far too little accommodation. In the discussion it was pointed out that there is an annual shortage of over 1,100 certificated teachers, some 5,700 leaving and only 4,600 entering each year.

Mr. James Graham, Director of Education, Leeds, read a paper on "The Finance of Education," treating the subject in a most comprehensive manner. This paper will be printed in the March number of THE EDUCATIONAL TIMES.

Mr. Spurley Hey, Director of Education, Manchester, read a paper on "Day Continuation Schools as a Social Force," in which he said that it might be stated definitely that in Manchester all the reports of employers, welfare supervisors and head teachers gave testimony to the benefit derived by young people from their attendance at day continuation schools.

### Incorporated Association of Assistant Masters in Secondary Schools.

The annual general meeting of members was held at the London Day Training College, Southampton Row, London, W.C., on Wednesday, January 5, at 12 noon, the meeting being adjourned at 1 p.m. and resumed at 2.30 p.m. Mr. A. Blades (Latymer Upper School, Hammersmith), chairman for 1921, presided.

Resolutions, most of which had been passed by the Council on the previous day, were considered and agreed to, as follows:

#### 1. REPORT OF BURNHAM COMMITTEE.

A. That this Association, while accepting the report of the Burnham Committee as the only practical policy for the time being, expresses keen dissatisfaction with the findings of the report with regard to (a) the inadequacy of the scales; (b) the grading of teachers; (c) the incompleteness of the carry-over schemes; (d) the length of the period of truce.

B. That this Association views with alarm the letter of the President of the Board of Education to Lord Burnham regarding the Burnham report, inasmuch as it advises local authorities to interpret certain features of the report in the manner least favourable to teachers. The Association strongly urges upon Mr. Fisher and the Government that the discretionary clauses are part of an agreed report; that they were accepted on the understanding that local authorities would interpret them sympathetically; and that to omit to apply them was equivalent in effect to a partial repudiation of the agreement arrived at between representatives of local authorities and teachers, resulting from deliberations attended by high officials of the Board of Education.

#### 2. SALARIES.

That this Association considers that in order to secure the well-being and content of teachers, the national salary scale should, in the best interests of education, be raised in the near future to £350—£30—£800 for all registered assistant masters in secondary schools. It trusts that authorities will recognise this by seeking powers from the Burnham Committee to improve their scales.

#### 3. INDEPENDENT AND PRIVATE SCHOOLS.

That this Association holds that a satisfactory national system of education cannot be established until the conditions of service, salary scales, and pension rights of teachers in all efficient non-rate-aided schools are brought up to the level of those prevailing in rate-aided schools.

#### 4. ENTRANCE TO THE TEACHING PROFESSION.

That this Association strongly protests against the action of some authorities in adopting a less exacting scholarship standard for children who promise to enter the teaching profession than for others.

At the afternoon session the adoption of the annual report of the Executive Committee was moved by the retiring chairman, Mr. A. Forster (Normanton Grammar School), and carried. Viscount Burnham, C.B., delivered an address on "The Dominion of Canada," with special reference to the educational system of the Dominion.

The annual dinner of the Association was held at the Holborn Restaurant on Tuesday, January 4, at 7 p.m., Mr. A. Forster (chairman for 1920) presiding. The Chairman proposed the toast of "Kindred Associations," which was responded to by the Rev. C. J. Smith. Viscount Burnham replied for "The Guests," proposed by Mr. A. A. Somerville (Eton College). Mr. R. F. Cholmeley proposed "The Association," which was replied to by Mr. A. Blades (chairman for 1921).

### Froebel Society and Junior Schools Association.

At the forty-sixth annual meeting of the Froebel Society and Junior Schools Association, held at University College on January 5, Mr. C. G. Montefiore was in the chair and Professor Findlay (President of the Society for 1921) gave an address on "The Child and his Neighbour; a discussion on Individuality." Taking a person as an individual, conscious of his kind, Prof. Findlay showed that the child must develop from individuality to personality, which was individuality plus sociality. A practical answer may thus be given when rival schools of philosophy press for the teacher's consent to the demands of individuality or sociality. On the following day a discussion on "Individual Teaching" was held. Miss Murray spoke of the Froebelian note as being "Development." A paper by Miss

Brown-Smith was read giving warning lest the teacher be led away by the new or the popular without close examination of principles. Miss E. E. Smith spoke on the making of the apparatus for individual work which was to vary according to the school, class, and individual. Miss Livingstone described apparatus that could be used for reading and number. Miss Turner explained the co-operation possible between the departments, explaining that although Froebelians do not emphasize the work of the teacher there is a place for class work. Miss Grant asked for a less rigid classification of children, simpler apparatus, and more time for the teacher to read of the principles underlying these occupations. During January 5—7 an exhibition, arranged by the Society of Individual Occupation, was on show at the University College.

### Science Masters' Association.

By the happy inspiration and energy of Brig.-Gen. H. Hartley, the twenty-first annual general meeting of the Science Masters' Association was held, this year, at Oxford. The members were housed in Balliol and Trinity Colleges; and many of the professors and lecturers of the University spared no pains in making their schoolmaster guests familiar with the work being done in the various laboratories and museums. It is a sign full of hope in these trying days to find two branches of a great profession uniting in their endeavours on behalf of the trust which is their joint inheritance.

Proceedings opened with Mr. A. Vassall's presidential address, entitled "Some aspects of Science and Education." Throughout this one felt he had constantly in mind the boy of average ability, who is not destined for a scientific career. The science training of such boys, he said, should be arranged to fit them for citizenship; whereas the practice too often is to treat them as potential specialists. In particular, he would welcome more active co-operation between examiners and schoolmasters in the matter of the first school examination, which, he said, was run on too formal lines; but he looked forward to the time when such examinations would be unnecessary, and the Universities would be willing to accept a schoolmaster's word as to the fitness of his pupils to advance to higher studies. Mr. Vassall, in speaking of the insufficient supply of well-qualified science masters, remarked that the status of the profession might be raised if civil and university honours were sometimes given to a schoolmaster simply because he was an exceptionally good teacher, and not for becoming a bishop.

To record the whole of the meeting would be to write a report on science teaching at Oxford. That attempt will be made in the February number of the "School Science Review." It must suffice here to mention briefly four prominent lectures. Professor T. R. Merton, F.R.S., after giving a short review of the development of spectroscopy, made a series of demonstrations to illustrate modern research on the spectra of gases, especially as to the effects of changes of pressure in tubes filled with hydrogen, helium and neon. Perhaps the most striking of the experiments was that in which the lecturer separated pure neon from the air in the course of ten minutes or so. Professor Merton concluded by filling the theatre with light of wave-length 3663 by means of a mercury-vapour lamp and suitable screen; when everyone was grateful, on observing the hideous aspects of his neighbours, that the effects of this light are masked in the solar spectrum.

Brig.-Gen. H. Hartley, who lectured on "Indicators and Mass Action," said that there was still a tendency in teaching to lay too much emphasis on the acquisition of empirical facts to the exclusion of theory. In illustration of this, he said that the fact that one indicator marked clearly the point of equivalence for one given pair of reacting substances while another was not so good or even useless for the purpose was a point to be brought into chief prominence and not to be slurred over. Gen. Hartley then developed mathematically the theory of indicators and accompanied his reasoning by a series of uncannily-precise demonstrations.

Lecturing on "The Control of Growth," Mr. J. S. Huxley described the effects of the secretions of the various ductless glands, and the influence of different varieties of food on many types of animal: for example, the use of thyroid extract to induce metamorphosis in axolotl; the lengthening of the span of life in mice by twenty per cent. by the use of pituitary extract; and the recent appearance of adult rickets in Vienna owing to the deficiency of vitamins in food. Mr. Huxley summarised his lecture by saying that each stage of growth may now be modified, even to the extent, in some species, of reversal

of differentiation of tissue ; and expressed the opinion that within the next century we should approach something like a real control of the life-cycle in man.

The last lecture of the meeting was given by Mr. D. G. Hogarth, who spoke of the important part played in the war by the Arabs of the Hedjaz. This region, hitherto unmapped and almost unknown to the white races, has now, by force of circumstances, yielded to the geographers. Mr. Hogarth was listened to with almost breathless interest by an audience who knew, in spite of his self-effacement, how much the British Empire is in his debt for unerring guidance given in times of extreme difficulty.

At a business meeting, Mr. A. L. Smith, Master of Balliol, was elected President of the Association for the coming year. Major V. S. Bryant and Major C. E. Sladden were chosen to act as secretaries.

C. L. BRYANT.

#### The Historical Association at Cambridge.

Last year we met at Leeds. This year Cambridge invited us to three glorious days of crowded hours which we can never forget. At the meetings we had Mr. Gooch using the flood of official revelations which have poured forth from Russia and Austria, from French, German, and Belgian books, to tell us amazing stories of the lying and scheming which had been going on since Europe was divided into two hostile groups. William le Queux has told no stranger tales of spies and plotters than Mr. Gooch told us, and one looks forward to reading it all in the pages of "History." We had an amusing account from Mr. Coulton how a Pope of the mediæval Church set out to condemn the accursed thing—usury—but ended in blessing or at any rate condoning it by simply leaving out the word "non" in a decretal, and we had modern finance and questions of transport from Mr. Fay, and a strong claim for the live teaching of history in the continuation schools from Mr. Dover Wilson.

But excellent lectures we shall get again, perhaps next year in London ; but when has anyone seen Cambridge as we saw it ? It was not so much the things we saw as the way we saw them. Take our visits to the libraries. Here was Sir Geoffrey Butler handing down books and manuscripts. "Look at this one ; it belonged to King Alfred. And this one. It belonged to the Venerable Bede. Look at this : it is the copy of the Gospels given by St. Augustin to Gregory to take with him to Britain. And see here is a book which was fingered by Thomas à Becket." That was the sort of thing we heard at Corpus and Trinity and at the astounding Pepys collection at Magdalen. Take again our visits to the Colleges. Were there ever such personally conducted tours ? The Master of Christ's told us how Milton was flogged and how he spent his honeymoon in writing a tract in favour of divorce. Of another Christ's man, a Puritan like Milton, he related that he could pronounce the word "damn" with such mournful earnestness that his hearers found their hair go up and their hearts go down. The Master of Jesus gave us a most interesting description of the college from the foundation of a nunnery on the site. Of Laurence Sterne, who looked down on us from the wall of the dining room, he reported that his character at college was blameless, whatever may be said of his life after entering the Church. Samuel Taylor Coleridge, however, was a trial to the authorities. He might have won a scholarship, but during the examination he lay stretched out on three chairs in a drunken sleep.

The authorities were most hospitable. We lunched with the Master and Fellows of Trinity, drank tea at Emmanuel and King's, and spent pleasant evenings with music and talk at St. John's and Peterhouse and Trinity Hall. My own fortunate experience was to be quartered at St. John's. I crossed the Bridge of Sighs each night when seeking my room high up and overlooking the new buildings of St. John's (they are a hundred years old, but what is that at Cambridge) ! I dined each day at the high table with Bishop Fisher and Lady Margaret and Wordsworth looking down upon me, and best of all one of the college servants styled me "one of the historical fellows." It was indeed worth while going to Cambridge to become, if only for three days, a historical fellow of St. John's. T. R. D.

#### Uplands Association.

A business meeting for members only was held at University College on January 5th at 4 p.m., with Miss A. G. Fox in the chair. The reports of the secretary and treasurer for the period August, 1919, to December, 1920, were read and confirmed, and future plans discussed.

Prof. Findlay took the chair at the open meeting which followed at 5.30 p.m., when an interesting address was given

by Mr. T. C. Smith, author of "The Music of Life." Mr. Smith outlined the results of ten years' experience in trying to find a suitable curriculum for the school of life, *i.e.*, the elementary school. In order to satisfy the craving for a life of more refinement and greater enlightenment, which lies behind the demand of the working man for a shorter day and for time to enjoy leisure pursuits, the curriculum of such a school should be mainly cultural in aim. Such a curriculum Mr. Smith had found in the study of the growth of civilisation stratified into historical epochs. A fuller account of this synthetic curriculum with the impersonation of the life of each period by the children will be found in the February "Circular" of the Association. The questions put to the speakers showed that the audience had greatly appreciated Mr. Smith's address.

#### Friends' Guild of Teachers : Annual Conference.

This Guild, little known perhaps to the readers of THE EDUCATIONAL TIMES, and now for the first time reporting its proceedings in this paper, is an association of teachers (including Heads) in the "public" and private schools conducted by Friends (Quakers), and of Friends engaged anywhere in educational work ; it has a membership of some 250.

Its annual conference is wont to peregrinate to various centres of Quaker activity (*e.g.*, Manchester, Birmingham, Bristol) or to the actual sites of the Friends' schools (*e.g.*, York, with Bootham and the Mount Schools, Ackworth, Sidcot, Saffron Walden, or Leighton Park, Reading). But from time to time we repair to London and reap the advantage of participation in the large Conference of Educational Associations held at University College. We did so this year from January 5 to 7, with the Penn Club in Tavistock Square as our "base" ; but we contributed one sitting to the big Conference, at which Dr. Mary C. Bell was our speaker, and her subject "Psycho-analysis." Taking Jung rather than Freud as her authority, she gave us a luminous account of the principles of this still new science, explaining how one's initial "libido," the psychic energy with which we start life, may be thwarted or thinned out, diverted uselessly, or, worst of all, divided against itself. Normal development was traced, from ego-centricity to a due relationship with others and the world about us—an adaptation that demands sacrifice, but with more than compensating reward. It is retrogression to shrink back into oneself, to substitute for the actual world, when it threatens to defeat us, a dream-life of phantasy where all goes as we would have it. Of supreme importance is our sub-conscious mind, reservoir of all our past experiences, emotional especially ; our strength may lie there, or our paralysing weakness. It is there, in suppressed complexes of old forgotten maladjustments between ourselves and our environment, that the psycho-therapist, the specialist in mental (and physical) restoration, finds both the disease and the hope of cure. It is work for the expert ; self-analysis has dangers.

Our presidential address, by Francis E. Pollard, M.A., recently appointed secretary of the National Peace Council, was entitled "Education and Progress." Till 1914, he said, belief in progress was universal, though now much doubt and pessimism have come over us in this regard. But the belief was not an old one ; till recently men thought their own times bad, and sighed for Eden or the Golden Age. Progress, if we can have it at all, must be the product of reason and education ; and history (especially including Scripture history) is most valuable to this end—if rightly taught. History must lead to internationalism, Scripture to a sense of, and belief in, moral progress ; and we must not be afraid to show that the Old Testament expresses sentiments and claims divine sanction for actions which the Christ-illuminated mind must repudiate.

The subject of Old Testament teaching was prominently before the Conference, and desire was expressed for a good school edition of the Old Testament, or rather, careful selections therefrom. Arthur Rowntree, B.A., headmaster of Bootham School, York, lay before us his observations of the workings of the boy-mind on religious subjects, with deductions ; it was better, he thought, to teach an indwelling than an outward personal God, and there should be great endeavour that the whole school life should reinforce the religious teaching.

The Guild business meetings were full of interest and of wide range. The Retirement Fund for Friends' teachers had been much lessened in scope by the Superannuation Act, but remained actuarially sound. The question of salary scales, of course, was with us, and the Burnham scale was recommended to our school committees as minimum. A "1916" Committee, for the

encouragement of inter-school relations and the stimulation of out-of-school hobbies, reported on an active year; it has three sub-committees: (1) research, (2) inter-schools journal, (3) inter-schools diary competitions. For years now these diaries have been kept and judged, on natural history, archæology, and astronomy; new subjects were proposed, scientific and literary.

J. C. RADLEY.

#### Assistant Mistresses' Association.

The open meeting of the Assistant Mistresses' Association at the Joint Conference on December 30th was largely attended, and the audience had the advantage of hearing clear expositions of the education schemes of two great authorities—Middlesex and London—put forward by Mr. B. H. Gott and Dr. Kimmins.

Mr. Gott explained that Middlesex proposed to deal with education up to the age of eleven as primary education, and all education after that age as secondary education. At eleven it was proposed to have a stocktaking of all the children based on their school records and on examination designed to test their capability rather than their attainments. As a result of this stocktaking the children would be dealt with in three ways: some drafted into the ordinary secondary schools; some into schools similar to the present trade schools, with a general course from eleven to thirteen, followed by the trade school course; some into remodelled upper departments of the present elementary schools. There would be a further stocktaking at thirteen so as to catch the children of slower development, and there would also be ready transfer from school to school with a generous provision of scholarships. Mr. Gott pointed out that the Education Act of 1918 was passed after full discussion in the country and Parliament, and received with enthusiasm, and that at the present moment the public was clamouring for secondary education. Nothing was more dangerous than a badly educated democracy, particularly when that democracy was, quite rightly, insisting on more leisure, which without education could not be profitably used. He did not hesitate to say that the nation could not afford not to spend money on education, but it should be spent economically in the sense of seeing that it got full value for every penny spent.

Dr. Kimmins said that teachers had all been agreed that education which ended at fourteen was largely wasted. It ended just when boys and girls were most in need of sympathetic and expert guidance, and as they would be under medical inspection throughout the critical period of adolescence he had every confidence that we should cease to be a C3 people. It should be clearly realised that the work from fourteen to sixteen was going to be cultural, not vocational; every child should leave with a genuine love of good reading, and with many interests awakened, and some special interest which it had every intention of pursuing.

The speaker hoped that intelligence tests would be applied in the future in schools far more than they were now. It was a mistake to think that all children would get the best results by passing through what was called the academic lines of work. He had often discovered by the application of these tests special ability in children who were backward in their classes, and the result of providing opportunities of developing the special ability always resulted in improvement all round.

London, with its 800,000 children and 20,000 teachers, with its experts in psychology and its good physiological laboratories, provided the best possible field for research in education, and we might look for a rich harvest under the ampler conditions now offered under the new Act.

On the following day Miss Margery S. Fry addressed a meeting, held under the auspices of the Headmistresses' Association and the Assistant Mistresses' Association, on "The Community and the Criminal."

Miss Fry said it was most important that the general public of this country should learn to look upon the treatment of the criminal as an art in which human nature was the raw material. This art must be linked with the curative and educative agencies of the country standing midway between medicine and education, and the criminal must be regarded as somebody to be cured and taught rather than as somebody to be suppressed or even tortured for the benefit of the community.

We had advanced in some degree since 1801, when a boy of thirteen was hanged for stealing a silver spoon, for the Lord Chancellor, speaking recently in the House of Lords on the Juveniles Courts Bill, said: "The question is not whether the child has been guilty or not of a particular offence, but what

is the best thing to do in the interests of the child itself and to what reforming influences it can best be subjected."

Even the most enlightened magistrates were hampered by the lack of provision for dealing with such children, and a great many had still a touching and simple faith in the efficacy of the birch, a faith doomed to destruction by the recent report of the Board of Education on juvenile delinquency, which showed that the whipped child was the one who returned most frequently and most quickly to the Courts.

It is clear that the leader of a gang can only maintain his prestige by showing in this obvious way that he does not care a hang for the policeman's whipping—there is really no more priceless way of forming rather than of reforming criminals.

The speaker hoped to see the extension of the Birmingham experimental scheme, where it is the Court doctor's business to find out any abnormality in the criminal which may lead to repeated crimes, and urged the appointment of a mental or psychological specialist in every remand prison.

Much of the juvenile crime was not, however, due to any mental deficiency or abnormality but to the lack of scope which was given to the expression of those natural energies which were the birthright of every healthy boy and girl. The children came to regard themselves as outlaws after having appeared in the Courts for swimming in the canal, playing football in the streets, and picking flowers in the parks.

The meeting forwarded a resolution to the Home Office, the Board of Education, and the Ministry of Labour, urging the establishment of a national system of probation on unsectarian lines, the abolition of the policy of confining criminals under twenty-one in the same buildings with adult offenders, and the placing of all reformatory and industrial schools under public control.

The conjunction of these two meetings is not without significance to those who see, in the continued education of children, the remedy for the greater part of the juvenile crime of this country, and thus are provided with an additional reason for deploring any delay in the application of the Education Act of 1918.

M. Q. H.

#### The Ling Association.

The annual holiday course was held at St. Paul's Girls' School, Brook Green, from January 3rd to 8th, and was attended by over 300 gymnastic teachers. The daily gymnastic classes were conducted by Miss Bie and Mr. C. P. Mauritz, whilst Miss Ruth Clark, Miss Crawhall-Wilson, and Miss L. Collett had charge of the dancing classes. There were discussions on "The Chartered Society for Massage and Medical Gymnastics and its Proposals for Examination and Registration (opened by Miss M. Stansfeld), "The Burnham Report as it affects Gymnastic Teachers" (opened by Miss M. Hankinson); a conference on "Theory of Movements," when papers were read on "New Theories in Gymnastics" by Miss C. Read, "The Results of a Gymnastic Lesson" by Miss M. H. Spalding, and "Rhythm in Lateral Exercises" by Miss M. Oldland; also a conference on "The Spiritual Side of Physical Education," when papers were read by Dr. Mary Scharlieb and Mrs. Impey. The lecture list was as follows: "Some Modern Aspects of Physiology as applied to Physical Education," by Col. Martin Flack; "Hockey and how to Coach it," by Mr. Eustace E. White; "Some new aspects in the Assessment of Physical Fitness," by Dr. F. G. Hobson; "Emotional Development," by Dr. H. Crichton Miller; "Some Fundamental Considerations in Physical Training," by Dr. James Kerr; "Foot-gear and Foot Trouble," by Dr. J. B. Mennell.

The Ling Association has recently affiliated to the Conference of Educational Associations, and on Friday, January 7th, Miss M. Stansfeld spoke to a crowded meeting in the Mechanics' Theatre at University College on "The Disabilities of Gymnastic Teachers."

A social evening was arranged on January 3rd, when the retiring president, Miss Margaret Stansfeld, was presented with a clock and a cheque for twenty-five guineas. Miss Stansfeld has held office ever since the Association was started in 1899, first as a member of committee, then as vice-president, and for the past eleven years as president.

At the annual meeting on January 6th Miss H. Graham was elected president and Miss H. Drummond vice-president.





OKUMURA MASANOBU. No. 9.—Going to the play.



KIYONAGA. No. 64.—A visit to the temple.



UTAMARO. No. 81.—Girl with a taper.



UTAMARO. Pulling up the quilt





**Educational Institute of Scotland.**

The annual congress was held at Inverness on December 28 and 29. Dr. Wm. Boyd, Glasgow, President of the Institute, was in the chair, and among those who were on the platform were Mr. G. Powell, Vice-President of the N.U.T.; Mr. Wilkinson, N.U.T.; and Mr. Neill, Leicester, N.F.C.T. A civic welcome was extended to the congress.

In his presidential address, Dr. Boyd took as his subject "A Self-Governing Profession." He defended the 1918 Act, and deplored the apathy of education authorities in making no move towards obtaining a more adequate supply of teachers, and for doing next to nothing to provide the extra accommodation required. Mentioning the recently issued edict against further expenditure, the speaker said it meant that education, already pinched and starved, must be still further pinched and starved. The postponement *sine die* of the 1918 Act amounted to a gross betrayal of the children. He welcomed the interest in education displayed by the working classes.

Mr. Henderson, editor of "The Scottish Educational Journal," delivered an illuminating address on "Rating," and Mr. Herbert Wiseman, director of music under the Edinburgh education authority, gave an address on "Music in Schools; the Art of Listening," with piano and gramophone illustrations. In the evening a reception was given by the Inverness education authority.

The Congress attracted a large attendance on the second day, when the proceedings were opened by the Rev. Charles Robertson, chairman of the Ross-shire education authority, who spoke on "The Personal Factor in Education." Mr. D. M. Cowan, M.P., referred to the great part that had been played in education by the Church in Scotland. Mr. Thomas Glover, ex-President of the Institute, delivered an address on "The Teacher and the Community," and referring to the home influence as affecting the teacher's work, pleaded for a higher realisation on the part of the parent of the importance of a sound educational training. More might be done by co-operation of employers and teachers, especially in evolving curricula. After an address by Miss Stuart Paterson, Glasgow, on "The Teacher of To-day," Mr. Dickson, Edinburgh, read a paper on "The Training of Teachers in View of the Requirements of the New Act." The decrease in the number of entrants to the profession showed that teaching was not proving attractive, especially to men. A resolution deploring the decision of the Edinburgh University authorities to exclude education from the subjects in the curriculum was carried. In the evening an assembly was held.

**Mathematical Association.** BY CONSTANCE I. MARKS, B.A. (Lond.).

On Tuesday, the 4th January, 1921, the annual meeting of the Mathematical Association was held, as usual, at the London Day Training College. It was well attended, and at the morning session about two hundred were present. The business meeting opened the day's proceedings. The Council's proposition to increase branch subscriptions from ten to fifteen shillings per annum and thus make them uniform with those of ordinary members was carried. The Rev. Canon J. M. Wilson, D.D., one of the original members of the Association, succeeds Professor E. T. Whittaker, M.A., Sc.D., F.R.S., as its President. Changes were made in the personnel of the Council, Mr. G. Goodwill and Miss J. M. Lewis retiring by rotation and being replaced by Mr. C. Godfrey, M.V.O., and Mr. W. M. Roberts. Several papers on interesting mathematical topics were contributed in the course of the day. Professor A. S. Eddington, F.R.S., addressed the meeting on the subject of "Relativity," this paper giving rise to a discussion in which the outgoing President and several other speakers took part. Dr. S. Brodetsky spoke on the capabilities of "Aeroplane Mathematics" as a means of affording to young students attractive illustrations of some of the principles of mechanics. Papers dealing with mathematics in an educational aspect were read by the Rev. S. H. Clarke, B.A., and by Miss E. M. Read, B.Sc. In the afternoon Professor E. T. Whittaker further developed the subject of his last year's address, presenting to his audience "Some Unsolved Questions and Topics for Research." The jubilee of the Association, which as the Association for the Improvement of Geometrical Teaching held its inaugural, or at any rate its first recorded, meeting at University College on January 17th, 1871, gave occasion for Canon Wilson's address on its early history.

**Parents' National Educational Union.**

On Thursday, January 6th, the following meetings arranged by the Parents' National Educational Union, 26, Victoria Street, S.W.1, took place at the Educational Conference, University College.

Mrs. John Buchan presided at the first lecture, which was given by Mr. F. Whelen on "The League of Nations." It was arranged for young people and was well attended by children, who appeared keenly interested. The speaker explained in very simple language the Covenant of the League and the work accomplished in the first year of its existence.

In the afternoon Mr. Howard Glover took the chair. The first address was given by Mr. F. S. Young, headmaster of Bishop's Stortford school, who said that Scripture could only be well taught by persons having real faith themselves, and he urged the study of the Bible, as a thorough comprehension of it would give men the faith they so badly lack in the present day.

The next address was given by Miss Pennethorne, ex-student of the House of Education, Ambleside, and organising secretary P.N.E.U., on "The Teaching of Scripture in the Parents' Union School." The speaker gave an account of the thorough way in which the children went through the Bible. They had a Scripture lesson from the Bible every morning, reading the text itself or having it read to them, and then narrating it back to the teacher, thus making it all their own.

Some interesting discussions followed on the importance of knowing the Jewish atmosphere of thought and feeling behind the Old Testament.

The last address was given by Miss L. Faunce, ex-student of the House of Education, Ambleside, and joint principal, Parents' Union School, Craven Road, W.2, on "The Teaching of Citizenship in the Parents' Union School." Miss Faunce explained that citizenship is taught to children from the time they enter the P.U.S., both directly and indirectly. They learn thus to recognise their duties as citizens in return for the rights and privileges accorded them by the State.

**Union of Directors of Music in Secondary Schools.**

The nineteenth annual general meeting of this Union was held in the Mechanics' Theatre of University College, London, on Tuesday, January 4th, 1921. The chair was occupied by the President, Mr. E. G. Croager, A.R.A.M., of St. Paul's. The minutes of the previous meeting having been read and signed and the audited balance sheet presented and passed, the meeting proceeded to the election of officers for the year 1921-22 (beginning June 1 next), with the following results: President, Mr. A. Rawlinson Wood (Denstone); secretary and treasurer, Rev. Dr. Rowton; auditor, Dr. Buck. Two vacancies on the Committee were filled by the re-election of Mr. Croager and Mr. Basil Johnson. It was agreed that the next annual general meeting should be held at the same place, if possible, in the early part of January, 1922. The question of a Conference during next summer term, similar to the very successful one held at Eton in May last, was raised by the President, but it was felt that no decision could be made until invitations were received from any members who were in a position to offer their schools for the purpose. The Secretary proposed a slight change in the title of the Union, but an amendment was carried to the effect that the now widely-known title should be retained. Addresses were afterwards delivered by Mr. A. Beer (Kingswood) on "Pianoforte Technique with special reference to Examination Requirements"; by Mr. Stewart Macpherson, F.R.A.M., on "Musical Appreciation"; and by Dr. A. Eaglefield Hull on the important work of the British Music Society. Reports of these addresses will be found in musical journals, but that of Mr. Macpherson (who was unanimously elected an honorary member of the Union) will, by request, be printed in full and circulated among the members: non-members who are interested will also be able to obtain copies, when ready, on application to the Rev. Dr. Rowton, Fulletby Rectory, Horn-castle, Lincolnshire; price 2d., postage 1d.

The usual votes of thanks concluded a very interesting and useful meeting.

**The Association of Preparatory Schools.**

This body decided that women should not be admitted as members, and that the present common entrance examination to the public schools is satisfactory. It discussed pensions and gave a kindly reception to the President of the Association of Staffs of Preparatory Schools, and a Joint Standing Committee has been formed to serve as a link between the two bodies.



### Headmasters' Meetings.

The Headmasters' Conference at the Mansion House discussed the present financial situation of certain important schools, and urged that the Board of Education should sanction a considerable increase in the fees. It was suggested that separate boarding houses attached to schools were more wasteful than a hostel system. A plan was described whereby public schools might take part in the training of teachers by receiving students for one term in order that they might gain practice and work under experienced guidance.

The Association of Headmasters' meeting in the Guildhall, expressed the hope that Mr. Fisher would not abandon any part of his Education Act, and passed a resolution urging local education authorities to carry out promptly the recommendations of the Burnham Committee in regard to salaries for head teachers in secondary schools. A unanimous resolution was carried on the motion of Mr. Jenkyn Thomas to the effect that the time has come when the whole meaning, purpose, and method of inspection, including the holding of special periodical inspections, and the method of appointing inspectors, should be carefully considered by the Board of Education in consultation with the teaching profession. Mr. Thomas urged that inspection could not test the qualities of character training, and that it tended to lay undue emphasis on organisation and lesson giving to the neglect of the vital and spiritual sides of education. Resolutions were also carried recommending local education authorities to assume financial responsibility for all free places in secondary schools, and urging professional bodies to recognise more freely than at present the first school examinations as approved by the Board.

### The Teachers' Guild.

In his presidential address Sir Henry Hadow spoke of "Education in Citizenship," giving a warning against that spirit of internationalism which finds good in every country but one's own, and also against the spirit of blatant and narrow patriotism which is sometimes fostered in schools. It was necessary, he said, to inculcate the spirit of service, and in the higher forms of schools the pupils should learn something of the method by which the country is managed. The more young people were taught to put the cause before self and to see facts honestly the more likely they were to take the highest, noblest, and most enduring view of their own relation to the State. Miss Sibyl Flood, of Dudley High School for Girls, read a paper on "Home-work," and advocated the abolition of all but voluntary home-work for children under twelve. She described a system of voluntary clubs meeting out of school hours, which she has established at Dudley, as a means for promoting interest in subjects, and for getting rid of such artificial inducements as mark lists, prizes, and competitive reports. She urged the need for closer co-operation with parents and for an effort to make school work more interesting.

### Incorporated Society of Musicians.

For the first time the Incorporated Society of Musicians joined forces with the Educational Conference holding meetings, but its preliminary meeting took the form of a reception at the Mansion House, and an address by Sir Hugh Allen, Principal of the Royal College of Music, who said that there was a great improvement in the view taken throughout the country regarding music and its teaching. Nevertheless, he thought that much remained to be done, especially in the way of influencing the taste of the people. More opportunities for the exchange of views among musicians and teachers of music were required.

At University College addresses were given by Professor A. Henderson, of Nottingham, on "Psychology for Music Teachers," and by Mr. Frank Roscoe on "The Musician as a Teacher." Professor Donald Tovey gave an interesting lecture-recital on "Movement in Music."

### The Dalcroze Society.

In addition to holding a demonstration of eurhythmics with a lecture by Professor Jacques Dalcroze, the Society held a discussion on the value of eurhythmics in music and art. This was opened by Mrs. Eckhard, who said that eurhythmics furnished a training for all forms of art by enabling children to express themselves in controlled movements. Miss Storr maintained that eurhythmics formed a training for music, and that no one subject could give an all-round training. In his lecture at Queen's Hall M. Jacques Dalcroze said that the object of the exercises he had devised was to stimulate the motor faculties, to harmonise nervous reactions, and to rouse natural impulses,

### The Training College Association.

Miss Graveson presided at a meeting when Mr. Frank Roscoe gave an address on "Registration and the Training of the Teacher." This was followed by an address from Miss Lena Ashwell in support of the British Drama League. She urged that, since people in the outlying districts of London could not visit West-end theatres, the drama must be taken to their own neighbourhoods, and she quoted examples of her own experience, showing how the effort to do this had been welcomed and appreciated. She said that one of the great difficulties attending the movement was that people who ought to help were unwilling to take the trouble, and she urged that children should be educated to demand good plays. At present there was a wealth of dramatic talent in the country lying unused for want of opportunity.

### The Educational Handwork Association.

In the absence of Miss Mildred Field, Miss Moulston, the Secretary of the Association, read a paper on "The Educational Philosophy of Dr. John Dewey," explaining that his principle was that of educating through the experience of the race. Dr. Ballard said that the newest thing in American education was the "Project Movement," which meant that the pupils should have a purpose in their work, and a motive which they desired to realise. Mr. H. Wilson, President of the Arts and Crafts Society, read a paper on "Co-operative Life and Education." He explained that by co-operative education he meant a system of natural helpfulness among children, so that one might educate another. He pleaded for greater freedom for children, and said that the nation should make it possible to use creative gifts in the country's service. Mr. Wilson's views were illustrated by the playing of a violin solo, the player being a child who had received no formal education.

### College of Preceptors.

Dr. Orchard delivered an address on Thursday, 6th January, taking as his title "What authority have we to educate?" He asked his audience to consider whether anyone was qualified to teach history for example, and said that after two generations of popular education, people were the victims of the printed page. Education had made people addicted to reading, had often made reading a substitute for thinking, and even an anodyne against it.

### British Association of Physical Training.

Mr. M. F. Cahill addressed the Association on the place of physical training in the educational system, pleading for a fuller recognition of the importance of the subject, and of the work of those who taught it. He traced the history of physical training in England, and said that there was a dearth of Training Colleges for teachers of physical training. He urged that an ordinary class teacher could not be expected to undertake this work satisfactorily, and recalled an experience at Neurenberg when he had seen men of sixty and upwards doing gymnastic exercises usually considered suitable only for much younger men.

### The Private Schools Association.

Mr. Stanley Marwell presided at a well-attended meeting where the future of independent schools was discussed. Mr. J. F. Rawlinson, K.C., M.P., said that he would deplore the setting up of a universal state system which he regarded as a dangerous expedient. Mr. J. S. Norman, of the Association of Preparatory Schools, gave an excellent address on the pensions question, and advocated the use of Government inspection in combination with private enterprise in the conduct of schools. Teachers working in efficient schools should be pensioned.

### National Society of Art Masters.

The President, Mr. S. P. Gaskell, urged that schools of art should be centres of general culture and not mere commercial institutions. Their work was not merely to train designers, but also to train the public. Mr. G. Clausen, R.A., spoke of drawing as a means of expression, and described the method of learning to draw as practised in Japan. He deprecated excessive use of studio models, and said that the pupil should be encouraged to draw everyday things. He recalled the fact that 18th century furniture and silver were evolved in the workshop and not in schools of art.

### The Royal Drawing Society.

Mr. T. R. Ablett, Director of the Society, gave an interesting account of experiments in teaching the blind to draw, the drawings being the result of touch impression. Experience with pupils born blind showed that it was possible for them to learn to draw a plan of a room or a map of a walk.

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### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### Parents' Meetings. By J. D. Johnson, Norwich High School.

The greatest gift of the teacher is sympathy, the sympathy that uplifts, encourages, inspires. To attain it in its fullest measure, she must vigorously cultivate self-forgetfulness and imagination. She must be capable of standing in another's shoes, and seeing life from as many windows as possible.

To confer it on children, she must know them, and there lies her difficulty. The average day school teacher has her pupils for about five hours a day, whilst the other seven hours are spent at home or elsewhere, following pursuits about which she knows little or nothing. This is not her fault. She cannot make a house-to-house visitation like a sanitary inspector, not employ her spare time as a Sherlock Holmes. Some parents are too busy to trouble about the teacher, others take no interest. Some are just a little in awe of her, others a trifle contemptuous. Both attitudes are detrimental to her work. Parents and teachers must know each other and see what each is doing to develop and train the child.

Environment is an important, perhaps the most important factor, in a child's life. The one in which he spends the longest will generally have the most influence. The teacher must know what surrounds him out of school, what attracts him and what repels him. Children are often quite different in one or the other surroundings. How often does a mother say, "I am surprised Dick is so quiet at school, he is such a chatterbox at home," or "I am astonished to hear Betty is so neat at school, she is so untidy at home." *Vice versa* the teacher discovers that at home one child takes a great interest in his garden, another has a passion for stamp collecting. A hundred other such instances could be cited, all showing what an important part that other life outside school plays in the child's life, the life which it is imperative the teacher should know.

Whenever a teacher knows the parents or is a guest at the child's home, she gets new lights on his character which give her more sympathetic insight, and greater power to help.

Parents and teachers must realise that each exists. To effect this let us have parents' meetings. Let them be as important and necessary as staff meetings, where all meet in a friendly, informal spirit, with the common aim of seeking the best for the child.

A meeting could be arranged sometimes at a parent's house, sometimes at the school. A paper by parent or teacher could be read, on "Self Government," or "Habits," or some such subject, followed by discussion. Opinions, ideas, criticisms would be welcomed and each would learn much from the other. The parent often only sees the individual, the teacher the individual as part of the community.

Experiments have been made by some schools in this direction, but the majority are still blind to the necessity of them, if our labour is to bear fruit.

The peace of the world is disturbed largely by the existence of ignorance, prejudice, suspicion and distrust among nations and sections of the community. To a greater or lesser extent this is prevalent between parents and teacher. It must be eradicated. Never until they combine and step forth hand in hand with mutual goodwill shall we realise our ideals and make the child's life a garment woven whole, instead of a thing of shreds and patches.

#### The Use of the Cinema in the Teaching of Geography.

Through the agency of the Northampton Branch of the Geographical Association numbers of children from the secondary and elementary schools of Northampton have had during the last six months an opportunity of seeing films in connection with their geographical work.

The members of the branch feel that there is much to be gained by a correct use of cinematograph films for educational purposes.

It is not suggested that films should replace lanterns in teaching, for the advantage of a lantern is that a picture can be shown and explained for any length of time the teacher thinks best, while that of a film is that it is moving and consequently impressions obtained from it are more varied and real. The stereoscope effect in films is often excellent.

Many processes which take a long time to describe and illustrate in lesson time can be illustrated completely and much more quickly by a film.

In many cases the influence of geographical surroundings on man can be illustrated and brought home to children better by film than in any other way.

The main disadvantage of the film is expense. One film at a time shown in its place in the geographical scheme would be ideal, but the difficulty has been overcome by showing three or four films at one time to children from a number of schools.

This assumes that unless information irrelevant to the work done is filmed, several schools will arrive at the same stage in similar schemes at the same time. The disadvantages of either alternative are obvious, but by careful planning and selection of films these can be reduced to a minimum.

It is dangerous to stop a film while it is being shown. This renders all but short explanations at the time of showing impossible, but greater brevity is often desirable in present-day teaching.

A present difficulty in this work is in obtaining suitable films. Some are already on the market which are excellent for geographical work; with the majority there is often unnecessary detail, attention to which leads the child to miss important points. This defect makes it necessary for films to be seen by experienced teachers before selecting them for showing. The remedy lies in the hands of teachers, for business men are always ready to meet the demands of customers, if these demands are made with sufficient force.

It will be seen from the above that the cinema should replace other methods of teaching in special cases, but that in general it should supplement them.

The Branch Sub-Committee has organised a series of tests in both secondary and elementary schools after each film exhibition, and for the benefit of others interested these are detailed as follows:—

#### 1.—FILM ILLUSTRATING LUMBERING IN SIERRA NEVADA, U.S.A. Ages 11-12.

- (a) Explanation of film given in class beforehand and a lesson in lumbering.
  - (b) No previous lesson, nor title of film known until time of showing.
  - (c) Did not see film, but lesson on lumbering given and description of typical scene read.
- Descriptions were written in each case.

#### Six weeks later.

Results were again good. (b) and (c) were equally good, but emphasized rather different points. (a) was better than

either (b) or (c), and it was obvious from the answers that the children were relying on film impressions more than on class impressions, and details were remembered more clearly.

Allowing for the fact that in (a) the pupils were putting a mind picture into words (from which it was framed), and that in (b) the impressions of an actual picture were put into words, which the pupil had to supply entirely himself, yet it seems that pupils of this age are capable of getting quite satisfactory impressions by films only, or by description only, but that film impressions are more lasting.

## 2.—ORANGE GROWING, CLEANING, SORTING AND PACKING.

Similar tests were carried out as before.

### (a)—Age 12-13.

Results similar to the previous ones were found, and also:

- (1) Those who saw films with or without a lesson grasped more details than those who did not see them.
- (2) The process by which orange groves were irrigated was understood better by those who had a lesson than by those who did not.

### (b)—Age 13-14.

With no warning beforehand a description was written—

- (1) by those who saw the film and had no lesson;
- (2) by those who did not see the film and **had no lesson**.

Results of (b) were nearly as good as (a).

In this case (a) and (b) were in the same class, so that information was obtained by (b) from (a) for sheer interest in some cases, or else from external sources, *e.g.*, "The Children's Newspaper"; but even allowing for this it seems to show that once a child can form right impressions from maps, descriptions, books, etc., films are of value only occasionally and for purposes suited to special cases.

Many oral tests were carried out at different times on children younger than 11 years, and in all cases those who saw the films did better work than those who did not, and those who had a lesson before seeing the film did far better.

Four films all equally attractive were shown on the same occasion. In the subsequent tests the descriptions of the first film were always good, and those of the last poor.

## REPORT ON ENQUIRY.

The members of the sub-committee appointed to consider the question of the exhibition of films are of the opinion that:—

- (1) The films shown should have a definite geographical aim and not be merely spectacular.
- (2) Such films are of most value shown to children between the ages of eight and fourteen years, and afterwards in special cases.
- (3) The films most likely to achieve the purpose intended are those representing tours, especially through the British Empire, and the leading industries of the Empire.
- (4) That where no motion is necessary, slides are more valuable than films, since the rate at which the former are shown can be more adequately regulated.
- (5) The films should not take more than fifteen minutes each, and not more than two should be shown at one performance.
- (6) One of these two films should be geographical and the other of general interest.

The committee believe that with careful choice of films and an intelligent use of the same a very valuable addition to the equipment of a teacher may be made.

It would be valuable to obtain opinions on the matter from other educational bodies. Until a concerted opinion is formed as to the most useful type of film, it will be impossible to ensure a supply of suitable ones.

## Experimental Lessons in Class Composition.—III. By K. Forbes Dunlop.

It is an extraordinary fact, and one which is provocative of serious reflection, that whereas an overwhelming proportion of children enjoy expressing themselves in the form of story-writing and verse-making, comparatively few enjoy the set composition lesson. Unfortunately, the causes are not far to seek: for one thing, the teacher too frequently endeavours to superimpose her own views and methods rather than to start from the child's point of interest. Again, there is too often a lack of system and definite aim in the lessons or course of lessons—and this in many cases is the result of the lapse of this subject into the hands of those not properly qualified to teach it.

The following device, which has been used with success with children about twelve, is based on the child's inherent love of a story, and attracts the childish interest by a slight novelty of treatment.

Each girl is given a sheet of foolscap. The mistress writes the outline skeleton of a story on the board in three parts like this:—

1. Discontented Prince out hunting in wood. Lost. Comes to cottage.
2. Pretty peasant girl (really a Princess) and old hag live there. Prince enters and has meal. Courtiers arrive. Prince insists on leading peasant girl to palace.
3. Consternation at Court. Discovery that she is a Princess. Marriage.

In this way is suggested the idea that a narrative must have three definite parts: a beginning, a middle, and an end.

The girls are asked to think for a minute, then write down on the top line of their papers a title, and after it to put their initials, *e.g.*, "The Prince and the Peasant" (K.D.). Suitability and originality in the selection of a name will be taken into account.

That done, each girl passes on her paper to the girl next her on the left. All pens are put down and five minutes is allotted to quiet thought about the subject matter in Part 1. After the quiet five minutes, the girls are given another five minutes in which to write the first paragraph, at the end of which each puts her initials as before.

In this way the child learns the necessity of careful thought before beginning to write—a very useful lesson—and also the need for condensation, as her time and space are limited.

When Part 1 is finished and initialled the papers are passed on as before. Each girl reads her neighbour's "beginning," puts down her pen and thinks of the next paragraph, the "middle." As this contains the bulk of the narrative a longer time must be given for both thinking and writing—say ten minutes for each.

When Part 2 has been written and initialled, the paper is passed on and read by the next girl. Consideration is next given to the "end," which is then written, a definite time being allotted as before.

This device is valuable in that it is based on the child's own point of interest, and it teaches insensibly several very important lessons. We have here the expansion of a skeleton narrative, in which we provide some hints for the unimaginative child while leaving scope for the child with ideas. There is the idea of proportion and balance of form—the necessity of a beginning, a middle, and an end—which is such an important lesson for young people who are prone to "ramble on." In this way, also, the girl learns the necessity for thinking out exactly what she is going to say before writing it down as concisely as possible.

### Education and Training of Naval Officers.

The Navy has always been a popular profession in this country, and whatever may in future be achieved by the League of Nations will always remain our first line of defence. The system of education adopted for the training of naval officers is therefore a question that will always be of paramount importance, and of great interest to both parents and schoolmasters, affecting as it does many of those under their charge.

It is perhaps not so generally known as it might be that there are two separate and distinct methods by which boys may become officers in the Royal Navy. By one method a boy joins the Navy between the ages of thirteen and fourteen and goes to the Royal Naval Colleges at Osborne and Dartmouth as soon as he has left his preparatory school. By the other he has the advantage of going first to a public school, and joins the service between the ages of 17½ and 18½.

Since the question as to which of these two methods is the better is much under discussion at the present time it may be as well to state briefly a few facts concerning the two schemes. The advocates of the Osborne and Dartmouth method of entry maintain that it is necessary to catch a boy young in order to train him for his profession, and base their assumption largely on the age at which certain distinguished flag officers joined the Service in the past. Those who favour the later age of entry, which is known as the Special Entry Scheme, are of the opinion that it is better for a boy to finish his general education before he joins the Navy. The time he spends under training can then be very considerably reduced, since the curriculum need only include naval subjects, whereas by the earlier method of entry the majority of his time is spent in learning those subjects which he has missed by not going to a public school. This naturally means a very great economy to the State, as instead of spending four and a half years as a naval cadet, which is the time required under the Osborne and Dartmouth scheme, the time necessary is only eighteen months, and it was found during the war that it could even be cut down to six months.

The whole question is discussed in a book edited by Lieutenant W. S. Galpin, R.N., and published by Underhill (Plymouth), Ltd., a volume which should be of great interest to schoolmasters, and to all parents with sons desirous of adopting a naval career. Some of the advantages of the Special Entry Scheme are set forth in a preface to the book contributed by Viscount Curzon, in which he states :

" I do think that the State assumes an enormous liability by taking a small boy at so young an age, as at present, and sending him to Osborne, and thereby making itself responsible for him and his education for the remainder of his life, whereas had it been possible to wait for a few years longer the boy would certainly have known his own mind to a far better extent and be better able to judge whether the R.N. would be able to provide him with a career that he would wish for. I can also say, from my own experience as a public school boy, that I know of many boys who were not allowed or who were unable to go into the Navy at so early an age as that of the Osborne cadet, but who would have jumped at any chance which might have been afforded to them of going into the Navy directly from the public school."

This book, which is well illustrated with many interesting photographs, should provide the public with ample material for forming their own opinion on the important questions at issue, and it would be interesting to obtain the ideas on the matter of the headmasters of some of the great public schools.

### Psychology from the Classroom. By Elsie Fielder.

It seems such an extraordinary thing that many, many people think with pity upon any kind of teacher, and they usually weigh out an extra amount for the school teacher. About twenty times a year one hears the kind enquiry, " Well, and don't you get very tired sometimes ? You'll be glad when the term comes to an end. I simply couldn't teach. Still, I suppose you get your fun when the holidays come." It makes me smile. Really, teaching is no more wearisome than nursing, doctoring, and a good many other interesting things. As for fun—well, come into the classroom if you want the best of it. The only explanation of the pitying attitude lies, one must suppose, in the fact that few people realise how scientific our work is. One goes into the classroom, not with theory ready-made, but all to make. One takes interest, and sympathy, and as much knowledge of the things worth knowing as one possibly can take—and nothing more. Of course, when such is not the attitude of a teacher, her work does become rather like that of a clerk, but on the whole we believe that mechanical labour is the exception among teachers : they would scarcely survive it, perhaps ! Monotony can be ruled clean off the sheet.

Teachers are scientists at work in the greatest science yet known—that is, the development of the man towards the god. Every child who is born into the world has a beast-nature with a god in it, and it is the teacher's work to help the child to develop the god by using the beast for that purpose alone. That is God's plan for humans, and when we bring the child into contact with beautiful things—books, pictures, music—we are actually co-operating with God. That ought to be joyous work ; it **must** be joyous work. No, the teacher does not find life a dull thing. It is full of interest and a vast amount of happiness.

So we come to our classroom, and it is easy to begin work with a cheerful face. That smile makes a world of difference to the morning ! No matter what the age of our boys or our girls, they will respond to a cheerful atmosphere. We will make it for them : and when something has gone wrong in the school, don't let us have too much tragedy about it. Oh, those stony silences of our school days ! The days when someone had transgressed at the end of last afternoon and the someone had to be called before the seat of justice ! Naturally there must be rebukes and admonitions, but let us have them over quickly, and end up with the supposition that the sinner will so sin no more ; get back the cheerful, wholesome spirit again. It is a case of the spring sun on the young plants.

Then all through our teaching day we are watching the children at work with their problems ; we form certain theories, after watching them many, many times, theories about their attitude towards certain kinds of work, theories about their behaviour under certain circumstances—theories in hundreds, but all put, in our minds, into little reference cases very easy to unfasten if necessary. For although children show tendencies which they have in common, they do not develop much according to rule. The object of our science is very complex. We can never forget that. How interesting are our discussions with other teachers ! " Do your children do so and so ? Yes. So do mine. And such and such a thing ? Oh no. . . ." So we go on, and it is a pity when a teacher is lonely in her work and when she cannot meet students from other laboratories. There are such men and women, we know, and they must be very glad of educational books and papers.

It is a good plan to write down one's observations ; just things about the children under one's eye, as they strike the fancy. These jottings are interesting to read later, and one is inclined, I think, to do more systematic study in the classroom. The notes may serve as suggestions, too, for fellow students, fellow teachers. After all it is a poor scientist who makes no record !

The series of short articles under this heading, "Psychology from the Classroom," will describe the various circumstances which have led to a few particular jottings in the leaf of one student's note book. Below we give a note. Later there will follow short dissertations on the teacher's problems and little accounts of experiments which she makes.

NOTE.—It seems that if a child's brain develops rapidly while he is quite young that he is bad at any kind of hand work. This has been very noticeable in the case of Peter, Alicia, and Brian.

REMEDY we shall try as experiment.—Give extra hand work. Allow no worry about other lessons.

N.B.—Peter's mother interested; she agreed to let him come afternoons as well as mornings, because greatest chances of handwork then.

RESULT (later).—Slight improvement in Peter's handwork. Calmer state of mind altogether. More all round development.

Brian, no improvement apparent after few months. Had to go away to boys' school.

Alicia decidedly better at hand work, not so restless.

We must look out for developments of hand muscles in other precocious children who come along.

QUERY.—Is it not dangerous to the health of the brain if hands are not serviceable to it, *i.e.*, not very responsive to the brain in its rapid working? The hand is so much the servant of the mind.

Naturally every teacher will make her own notes in her own way. What real treasures those notebooks should be, and treasures not to the owners alone, but valuable records for everyone interested in the profession at all.

The next article will deal, at some length, with a note from the book quoted above and will be about children's drawings.

### The Study of English in London Evening Institutes. By W. A. Conford, B.A., L.C.P.

It would probably be assumed by the uninitiated that the study of their own language would be of special interest to the young English people attending London's Evening Institutes; but, alas! principals and instructors know how false such an assumption would be. Yet the need of systematic study of the language on the part of the majority of students, even in the Senior Commercial Institutes, is great.

To how many young clerks could be entrusted the writing of a good business letter after a brief explanation of the matter in hand? Perhaps to one or two against forty or fifty who could take down a letter in shorthand, from dictation, and afterwards "type" it.

Extreme difficulty, the result probably of lack of practice, rather than of intelligence, is felt in the attempt to give clear and concise expression to even simple ideas.

The taste in literature of these young people is plainly indicated by the enormous demand for cheap and sensational novels and the scrappy type of newspaper and weekly periodical.

The following *bona fide* specimens of literary effort by students in senior institutes, and they are of a kind by no means rare, clearly show the appalling difficulty of the task of the instructor and the greatness of the need of instruction in the use of the mother tongue. In an essay on the dog occurs, this lucid statement:—"They are also more clever in the habit of when being fast asleep will awaken at the slightest noise, and added to this its powerful sense of smelling it can tell whether any danger is near at hand." Again another writer, on the squirrel:—"They like almost any kind of nuts and they can take the shells off themselves by holding the nut in its two front paws and crack it with its teeth."

In view of the condition of things thus indicated, what is the task before the teacher? He wants, in the first place, to improve his pupils' powers of speech. In all parts of London "cockneyisms" are still rife, and ear and vocal organs need careful training. The use of vulgarisms, "awful," "chronic," "fed up," and so on, is painfully common.

The difficulty of clear and grammatical expression, evident on paper, is far more marked in sustained conversation or in debate.

Guidance in the matter of reading and the cultivation of a good taste in books are crying needs. The teacher would like to see his pupils going eagerly to books for knowledge, for healthy recreation, for the acquiring of taste, and to see them learning to discriminate between the grain and the chaff of literature. It ought to be possible for him to give time to the exercise of reading aloud, one in which quite earnest students are often sadly at fault, for it involves not only a quick and clear apprehension of the author's meaning, but also the power to interpret that meaning to others. This can be done only by means of a ready control of the organs of speech, and this is an art in itself. Then he has to teach how to read the books best worth reading so that they may be learned and inwardly digested, and his exercises with this object in view need close and concentrated attention and effort.

Lastly, the pupil must be taught how to write, to get his ideas clear first and then to express them in lucid, terse sentences—an accomplishment that must be within the scope of anyone aspiring to the ranks of the educated.

Such, very briefly, are the main objects of the instructor in English. What are his chief difficulties in the Evening Institutes?

First there is a terribly depressing lack of interest in the subject. Students join the schools for shorthand, typewriting, and perhaps book-keeping or French. In nine cases out of ten they join the English class merely because it is a part of their "course" and they have no choice in the matter. The instructor finds it more than difficult to impress his pupils with the importance of the subject from the social, recreative, æsthetic and commercial points of view. While the "bread and butter" classes are well attended, unless he aims at amusement rather than instruction and education, it is hard for the instructor in English to keep his numbers up to a surviving level. The higher his aim and the more earnest his work the more likely he is to see his class closed on account of small attendance.

How can this state of things be remedied? Surely, in the first place and in view of its primary importance, English should appear in every prospectus as the chief subject of the curriculum. Instead of being allowed only one lesson out of the six that make a course, it should at least have two allotted to it, and satisfactory work in English should be a condition of continued attendance at other classes. The point is that, in this matter, the great majority of students do not realise their defects and cannot be trusted to choose wisely their subjects of study.

It would be well if the County Council could inaugurate competitions for prize essays, letters, readings, recitations, and so on.

Instructors in shorthand, typewriting, and foreign languages are all agreed as to the imperfect knowledge of English, in various aspects, shown by the students in their classes. Greater co-ordination than generally exists at present between the work in such subjects and in English would be of advantage to all concerned.

And lastly, it should be a recognised part of the routine duties of all teachers, in day school and night school alike, to visit classes remarked by inspectors as specially successful and to observe and question on the methods employed. Nothing could be more stimulating or more likely to give freshness and variety to teaching.



## SCHOOLS, COLLEGES &amp; UNIVERSITIES.

## ASSOCIATION NEWS.

**London.**

A recent meeting of the Senate resolved that the School of Oriental Studies should be continued as a School of the University in the Faculty of Arts for research in Oriental subjects, for a further period of three years from next March.

The Treasury have made an additional grant to the School of £3,000 for the two years 1920 and 1921. Two new readerships—in Hindustani and Hindi, and in Chinese—have been instituted, and £36,000 has been paid by the governing body for an adjoining site on which to provide additional classrooms.

The mention of Hindi is a reminder that the *London Gazette* early last month contained new regulations for candidates selected for the Indian Civil Service, and this language is now substituted for Hindustani for candidates proceeding to the Central Provinces. This is the only change in the compulsory subjects. Under the old regulations Hindustani was an optional subject for men assigned to Burma. Pali now takes its place. There are other important changes in the list of optional subjects.

**Cambridge.**

The recommendations of Report B. on the relation of women students to the University will be submitted to the Senate for approval at the Congregation to be held on Saturday, February 12. The terms of the grace relate to the incorporation of Girton and Newnham into a University with all a University's rights and privileges, and prays that if and when constituted, it be an instruction to boards of studies to consult with the corresponding authorities of the new University regarding the working of the examinations for which the new students enter and any proposed changes in them.

The Cambridge Press has published the list of members of the Senate who voted on December 8. Four colleges show a majority in favour of Scheme A, viz., Christ's, King's, Trinity, and Trinity Hall. Of the nineteen bodies voting, fifteen show a majority against the proposed grace. At Emmanuel the voting was exactly equal.

**Birkbeck College.**

Lord Ernle gave an address on "Education and Life" at the last anniversary celebrations of the College. The value of education was lost, he said, if used merely for the purpose of becoming more commercially or professionally successful, or for improving business or vocational prospects. Neglect or partial abuse of education was impoverishing our national life. Germany's progress in science had brought her near winning the war, but her neglect of the humanities had—in part at least—brought her defeat. Speaking of the value of the great arts, he said that while natural science taught the value of close observation and gave power to distinguish the typical from the abnormal, to compile accurate classifications, to make mature reflections and so form comprehensive and well considered opinions, history gave us the inspiration of noble actions, and literature the inspiration of noble thoughts. Through history especially we were able to realise our national heritage and understand the duties expected of us as citizens of a great Empire.

**District Education Boards.**

The K.E.C. recently considered the question of the appointment on Finance Committees of these Boards of members who are teachers. The Clerk has been consulted on the matter, and he has advised that such appointments, though undesirable, are not *ultra vires*. The District Boards are to be given freedom of choice in the matter, but the view of the Clerk is to be notified to them for their information.

**The Teachers Council.**

At the meeting of the Council held on Friday, the 21st January, it was decided that as a preliminary to full registration, approved applicants should be admitted to an Official List of Associate Teachers. The conditions of admission may be obtained from the office of the Council. They require that an applicant must have passed an approved examination of the approximate standard of matriculation, and be either engaged in teaching or undergoing a course of training in teaching. The minimum age is 18, and the admission fee ten shillings. This sum, however, will be treated as a preliminary payment towards the fee payable on admission to the Official Register of Teachers, and it is required that all those admitted to the List of Associate Teachers will formally undertake to qualify for full registration within a period of seven years. The Council offers to give advice to individuals as to the best method of becoming qualified. Taken together, a comprehensive List of Associate Teachers and a comprehensive Register will give to the Council a proper measure of surveillance over the whole of the duly accredited teachers of the country, and it may be hoped that in due course no person who is not either a fully registered teacher, or recognised as on the way to become one, will be regarded as eligible for service in any educational institution.

The expiration of the period of operation of the transitional conditions has afforded an opportunity for setting out the permanent conditions in a new form, and for drafting a fresh form of application. These documents may be obtained from the Council's office. No important changes have been made, although the age limit of 25 for registration has been dropped, and the Council emphasizes the fact that admission to the Register is granted only for a period of years, and that registration must be renewed from time to time. This is necessary in order that the Register may be revised, and the names of teachers who have died may be removed. In ordinary cases the renewal of registration will be a formality. Before the date of expiration of a certificate the Council will send to the latest known address of the holder a form of application for the renewal of the certificate. This form should be returned promptly. No fee is charged for applications for renewal of certificates of registration, but the Council reserves the right to refuse the renewal of the certificates in cases where the holders are found by the Council to have been guilty of conduct rendering them unfit for registration, after the person concerned has had an opportunity of being heard.

The number of applications received during December was over 3,000, and this brings the total number of applications received to well over 70,000. It may be expected that those who have not already applied will now see the advantage of coming into line with their fellow teachers, and showing in a practical way their desire to improve the status of their work.

The period of office of the present Council ends in the summer of this year, and arrangements are being made for the election of a new Council in accordance with the Privy Council Order of 1912.

**The College of Preceptors.**

During the term Professor Adams will continue his course of lectures, and there will also be special meetings for members of the College and their friends. A successful open meeting was held in connection with the Conference of Educational Associations, when Dr. Orchard gave an address on "Authority in Education."

## PERSONAL NOTES.

**F. Pullinger, C.B.**

Mr. Frank Pullinger, the Chief Inspector of the Board of Education for Technical Education, died recently at the age of 54.

He was educated at Manchester Grammar School and Corpus Christi, Oxford.

He worked in Devonshire as a University Extension lecturer and as secretary to the County Technical Education Committee before proceeding to the Science and Art Department, which was afterwards absorbed in the Board of Education. He was made a C.B. in 1912.

**Mr. J. B. Thornton.**

Mr. J. B. Thornton was entertained to dinner at the University of London Club on his eightieth birthday by admirers of his life work for education.

Addresses were presented to him from Norwegians, expressing appreciation of his constant effort to promote goodwill between England and Norway, and from Danes signed by leading educationists, including Mr. Jakob Appel, Minister of Education in Denmark. In addition, Mr. Thornton received a gift of money.

**Professor J. C. Irvine, C.B.E., Ph.D., D.Sc.**

Professor Irvine has been appointed Principal of the University of St. Andrews in succession to Sir John Herkless, who died last June. The new Principal was educated at Allen Glen's school and the Royal Technical College, Glasgow, and is a graduate of St. Andrew's and Leipzig.

In various capacities he has been associated with his University for twenty years. Since 1909 he has been Professor of Chemistry, and his tenure has been marked by brilliant research rendering invaluable war service.

**Professor Mark Wright.**

Professor Wright, Armstrong College, Newcastle, has retired, and on December 29th both he and Mrs. Wright were honoured by a gathering of former students and friends. Professor Thomson presided, and a gold Albert and cheque were presented by Mr. Thomas Hunter on behalf of the subscribers to Mr. Wright, who received most cordial tributes to his many excellent qualities.

Miss Dale, in presenting a diamond studded gold locket to Mrs. Wright, referred in glowing terms to the great encouragement students had received from her.

**Mr. J. Murray, LL.B.**

Mr. James Murray, late Inspector of Schools to the London County Council, died at a nursing home in Chiswick on December 23rd. Born in the Black Country and educated at St. John's College, Battersea, he became a headmaster, first at Enfield and later at four London schools in succession. With Mr. G. Ricks he developed a scheme of hand and eye training and became a school inspector in 1898, retiring in 1918. He was a man of strong personality and character, and for some time was connected with municipal work in Hammersmith. He held the LL.B. degree of London and was a barrister-at-law, but never practised.

**Mr. A. Adams.**

Mr. Avery Adams, late secretary to the Bristol Education Committee, was presented at the Bristol Guildhall with a framed portrait of himself and a cheque from the administrative and teaching staffs of the committee as a mark of their appreciation of his thirty-three years' work. The presentation was made by Dr. Cook, Chairman of the Education Committee, and tributes to the kindness, courtesy and work of Mr. Adams were paid by Mr. Dowding, Mr. Smith and Major Rees on behalf of the elementary and secondary teachers and inspectorial staff respectively.

## NEWS ITEMS.

**Employment of Children.**

During 1920 some notable improvements have been made in local by-laws relating to the employment of children.

On January 1st it became illegal to employ children under 14 in any industrial undertaking. Boys in reformatories are protected by the decision of the authorities that: "in no circumstances should a boy be placed in a part of the country where a language other than his own is the one generally in use"; in other words, English boys must not be placed on Welsh farms.

Even in Bradford, noted for educational zeal, steps had to be taken to improve the condition of 76 secondary school children employed out of school hours.

**Plight of Endowed Schools.**

Some of the older secondary schools are in a critical financial position and one of them is the famous Manchester Grammar School; expenditure has risen greatly, due in the main to the devaluation of money, while income has remained stationary, or nearly so. Some schools have been compelled to come under the local education authorities; others are faced with bankruptcy unless they obtain permission from the Board of Education to increase their fees, or are allowed to receive larger grants.

**Appeal from Leeds University.**

Another urgent appeal is being made for higher education. Funds are requested for the University of Leeds because the number of students has increased three-fold, and the ordinary expenditure is vastly greater owing to new conditions as the outcome of the war. The Vice-Chancellor, Sir Michael Sadler, says that about a quarter of the half million required has been already received or promised.

**Originality.**

Mr. E. F. O'Neill, of Manchester, in describing the aims of his school, gave a specific instance of self-education.

A girl spent three days in the investigation of a clog; she then wrote forty pages about it, and, being impressed with its beauty, afterwards wrote a poem on it; the "grown-ups" had not seen the beauty, which was there all the time.

**The Gramophone in School.**

The Blackpool Education Committee has agreed to the expenditure of £50 for the purchase of gramophones for the primary schools because certain members were impressed by the demonstration given by Mr. J. Turrall, headmaster of the secondary school, to teachers and members on the use of the instrument for educational purposes.

**The Interchange of Teachers.**

Queen Alexandra has written to the League of the Empire expressing pleasure that a scheme for the interchange of teachers throughout the Empire had become operative, and sending good wishes for a happy and successful year to all who were helping in this way to strengthen the bond between teachers and schools.

**Criticism of Welsh Education.**

A student of Aberystwyth University College writes a pungent criticism of the system of secondary and university education in Wales in "The Dragon," the college magazine. He complains bitterly and at some length that the education given in Wales is narrow, based on commercialism, soulless, mechanical, and "without shame turning out large numbers of money-avid graduates."

## LETTERS TO THE EDITOR.

**The Private School Problem.**

Sir,—As head of a private school I naturally am grieved that we have no definite place in a national system of education. It is humiliating, too, that, unlike members of other learned professions, we have not a recognised social status, as the public has no guarantee that any particular owner of a private school is not a charlatan. When one considers the admitted advantages of schools untrammelled by State interference, the immense political power the private schools could exercise if they would take the trouble to organise, and the large amount of capital involved, it is amazing that this sad state of affairs has not been remedied years ago. This has not been done, I think, mainly because the various associations representing private schools have had no clear ideal or policy at which they have steadily aimed. To suggest such a policy is the object of the present article.

First I would point out that every other learned profession is a self-governing corporation. Surgeons, physicians, solicitors, barristers, dentists, etc., all have their governing bodies which determine the conditions on which members may enter and practise their several professions. Consequently inefficient are excluded and all members of these professions have a recognised status in the eyes of the public. No one, for instance, would dream of saying of a doctor: "Oh, he has only a private practice; I prefer to go to a public dispensary." On the contrary, as the corporation which controls his profession can be relied on to see that he is efficient, the fact that he is in private practice is a strong recommendation. In the same way I firmly believe that if our profession were organised on similar lines a private school would be generally recognised as superior to those under public management.

The policy then that I propose is "Government of the profession by the profession."

But is this practical politics? Could the Board of Education be induced to sanction such a plan? Would the public be in favour of it? And the schools themselves? Emphatically yes! I believe, when the scheme was thoroughly understood. Moreover, I believe that there is in existence the machinery for carrying out the policy I advocate. I refer to the Teachers Registration Council. This body represents every branch of the teaching profession. It is managed with conspicuous ability, is free from red tape, and independent of the mandarins of the Board of Education.

My proposal is then as follows: *Private school organisations should seek to make registration a legal condition for conducting a private school.* The Teachers Registration Council would then determine the conditions on which existing private schools might continue and new schools be opened. The Council would probably maintain a permanent staff of inspectors, to visit schools, on its roll. The funds for this could be obtained from the fees of the schools, say five guineas on admission and two guineas afterwards. The Council, while advising and aiding schools not quite up to the mark, should be given legal power to close schools wholly undesirable.

The above does not profess to be a complete and perfect scheme, but I do claim that whatever modification of details might be found necessary, the main idea is sound—"self government for the profession." I claim more. I maintain that it would eliminate those schools whose existence is a disgrace to our calling and the most powerful weapon against us in the hands of the Board of Education; that it would ensure efficiency without that loss of elasticity and variety which is the certain effect of State management; that it would give private school owners a governing body, not of soulless bureaucrats but of practical men and women intimately acquainted with the conditions and problems they would have to deal with; and that finally it would make private schools an unassailable part of the national system of education, which the Board of Education would be forced to recognise and treat with justice, even in the matter of pensions for teachers.

I therefore earnestly beg the College of Preceptors and Private Schools Association to give the foregoing suggestions their most serious consideration, and, if possible, to adopt them, or some scheme based on similar lines, as a definite policy. H. P.

**Local War Records.**

Sir,—We venture to invite your valued co-operation in a work of national importance.

At the request of the British Editorial Board for the Economic and Social History and Survey of the War Period which has been undertaken by the Carnegie Endowment, the British Academy recently convened a Conference on Local War Records. Representative historians, archivists, economists and delegates of local societies attended, and the following resolution was passed unanimously:—

"In the opinion of this Conference it is necessary that local records relating to the war period and other records not the property of the Crown relating to the same period should be examined with a view to selection for preservation; that such documents as are to be preserved should be duly catalogued and classified by local societies or representative local committees; and that a committee be appointed to consider the questions arising from the present Conference, and to take such steps as may be deemed necessary for giving effect to this resolution."

The committee appointed under the resolution is taking steps to promote and organise throughout the country the selection and preservation of local war records, and the various local organisations will be approached shortly by the committee with a view to their co-operation in this matter.

Meanwhile, in accordance with the views urged by many speakers at the Conference, the committee, as an interim measure, appeals to all bodies and individuals concerned to stay for the moment the destruction of local war records of every description, however unimportant they may at the moment appear to be, for in practice any one of these documents may prove to be of the utmost value for local and general history. Until, therefore, it is possible to undertake their examination and selection for preservation, it is of the greatest importance that none should be destroyed. The committee is communicating with local societies and organisations in this sense, and we hope that you will assist this appeal by giving publicity to this letter in your columns.

Yours faithfully,

W. BEVERIDGE (Chairman of Local War Records Com.).	GALWAY. A. MOND.
W. RYLAND ADKINS.	ONSLow.
J. BALLINGER.	W. ALISON PHILLIPS.
BRUCE.	REAY.
ARTHUR CHAPMAN.	E. W. D. WARD.
W. MARTIN CONWAY.	I. GOLLANZ (Hon. Secretary, Local War Records Com.).
C. H. FIRTH.	

**Married Teachers and Income Tax.**

Sir,—It is unfortunate that the new system of assessment is likely to cause some domestic difficulties.

Take for example a case where the wife is a teacher, earning £200 a year, while her husband is an accountant earning £550. The allowance would be (1) 10% on both salaries, because "earned" (2) £225, married couple's allowance, plus £45 extra because of the wife's earnings, and (3) half rate on the "first £225" of taxable income.

Now to which salary would these allowances be applied? Probably (except as to the 10% on the wife's salary) to the husband's. He would be assessed on £550 less £55, £225 and £45, viz., on £225 at 3s., while the wife would have deducted from her salary 6s. on £200 less £20. It is obvious that in such cases much regrettable unpleasantness is only too likely to result.

As the Act makes no provision for the apportionment of the allowances unless an application for separate assessments is made, it will probably be best in many cases to do this. No extra relief is obtainable in this way, but the allowance would be equitably divided in accordance with section 25 of the 1920 Finance Act. The application must be made on Form 11S, obtainable from Somerset House, and within six months before July 6th. It will not apparently apply to this year, except in the case of couples married since April 5th last (see Section 26 of the 1919 Finance Act).

Yours faithfully,

4, Great Winchester Street, E.C. 2. CHAS. H. TOLLEY.  
17th November, 1920.

## LITERARY SECTION.

## BOOKS AND THE MAN.

## "Let History Teach Tolerance."

These words appear as the motto of a remarkable book written by Dr. Robert Jones as one of a series of "Evolution Histories" which he is editing for Messrs. Constable. The volume bears the title "Since Waterloo," and aims at giving a short history of Europe and of the British Empire from 1815 to 1919. Earlier volumes of the series have been so designed as to give a progressive account of the history of Europe, each book being adapted to the needs of pupils of a given age, beginning with children of 7 or 8. The whole series merits the attention of teachers, since it treats history as the record of human development from the stone age, through the early civilisations and the break-up of the Roman Empire down to the modern state.

With the Political Revolution in France Dr. Jones couples the Industrial Revolution of England, and says: "Both were movements, in different senses, towards freedom. Both took men out of a fixed state of some security with less liberty into an unfixed state of more liberty with less security. The worker was no longer, in England or in France, bound to the land; but also, he had no longer a claim upon the land. Liberty, for a man or for a nation, is to be free to venture, to achieve, to blunder, to fail, to be responsible for one's own actions. He who will not be ruled must learn to rule himself."

This passage shows something of the author's attitude of mind towards history. He is in no wise content with the mere record, but seeks to place events against a background of thought. This gives to his book a special value for classes of adult pupils in schools, and I can imagine no better text-book for groups of students working under such bodies as the W.E.A. An additional merit is that the work is planned and carried out by a teacher of rare skill and discrimination, gifted with the power of arranging things in proper perspective and of seeing them always through the eyes of possible pupils. The book is so designed as to furnish a series of pictures of the whole of Europe at different stages. This is preferable to any attempt to deal with each country separately throughout the century, and it avoids the insuperable difficulty of presenting in moderate compass the history of the whole of Europe during each of the years. The table of contents is so framed as to enable the reader to follow the story of any country in detail, an enterprise which is further aided by a very full index. Special mention should also be made of the diagrams. The frontispiece is a striking picture of the great changes in Europe since 1815. It was drawn by a boy of 14½ years, who for about eight months had been studying in his class the history of Europe since Waterloo. To the class was propounded this question: "You stand now in 1918. Look back to 1815 along the history of each European country, mark out the great changes, note which of them are common to most countries, and map the results in a diagram of some kind, using lines, curves, shading, colour, or any method you please." This is a task which might well trouble professed historians, and few could perform it anything like so well as did the boy whose excellent drawing is reproduced.

I congratulate Dr. Jones on having produced a book which is a delight to read and an excellent example of good craftsmanship in teaching, of sanity in judgment, and of balanced human sympathy.

SILAS BIRCH.

## REVIEWS.

## Education.

CHILD PSYCHOLOGY: DEVELOPMENT OF THE FIRST FOUR YEARS: by Vilhelm Rasmussen. (Gyldendal. 3s. 6d. net.)

A good deal has been said about the advent of a Scandinavian publisher in London, but we had not expected him to touch on educational matters. Yet here we have a capital little treatise after the fashion of the work of Preyer and Sully and Tracy. Mr. Rasmussen's two little daughters form the subject matter of his investigations. Naturally he begins with a general statement of the present standing of child study and its methods, with a special psychological reference. But this is all very much like what we are accustomed to in English books. It is when the author gets to grips with his personal observations that he becomes really interesting. The professional psychologists will no doubt shake their heads over some of his adventures into the realms of imagination and pure thought, and those who have Cartesian leanings will be scandalised at the free and easy way in which doubt is postulated. The pretty phrase "credulity the charm of childhood" gets little justification at Mr. Rasmussen's hands. Still, those who approach the subject with a little experience on the practical side cannot but be pleased with the way in which matters are presented, and they will be gratified to find psychological sanction for many of the wiser things that experience has taught them to do. Education becomes a hopeful thing in the hands of Mr. Rasmussen. We have only to master the general principles of child development, and then *be consistent* in our applications of them. The child will do the rest.

The nature of the book inevitably gives it an air of scrappiness: the detailed description of personal observations always does. But the author does not let his work get into the *Tit-Bits* or *Answers* stage, at which one feels that one is reading a series of interesting but disconnected items. He is always ready with his generalisations. A certain small amount of repetition is also involved in the method adopted, but this is not in excess, and is sometimes used to advantage by manipulating old material in a new connection. A particularly pleasing feature of the book is the author's willingness to admit other possible interpretations of the facts he presents. Sometimes he seems to be over-ingenious in his explanations, but the scientific conscience will not let him ride off with his clever interpretation. It constrains him to add, "But of course it is possible. . . ." In another edition it would be well to add a dozen lines saying who and what Mr. Rasmussen is. Prof. Höfding's introduction does not tell us enough.

S. K.

AN EDUCATED NATION: by Basil A. Yeaxlee. (Oxford University Press. 2s. 6d.)

The great merit of this little book of eighty pages is that it combines all the good qualities of a blue-book with the attractions of a personal presentation. Mr. Yeaxlee was a member of the Adult Education Committee of the Ministry of Reconstruction, and has here set forth the essentials of the report of that Committee in such a way as to secure the favourable consideration of the plain man. This is the day of little books. Mr. Yeaxlee has supplied one of the best. He does not of course confine himself to the findings of his Committee. His distinction between efficiency and adequacy is a valuable one, and his masterly account of the movement in adult education during the past two decades supplies a record that is nowhere else available. With his general positions I am in full agreement, though there are one or two small points about which I am not sure. For example, my experience does not encourage me to accept the statement that "Adults, and especially working class adults, desire neither degree nor diploma." Then of course there is that much disputed view that the State should not refuse financial support to an institution because it has a particular atmosphere. But one has to admit that there is a good deal in the plea that "Education is its own safeguard," and certainly Mr. Yeaxlee in this as in all other cases is pre-eminently fair-minded and tolerant.

J. A.

**IMAGINATION AND ITS PLACE IN EDUCATION:** by E. A. Kirkpatrick. (Ginn and Co. 6s. 6d. net.)

It is significant of the rapid specialisation of psychology that one is inclined to think that imagination is too big a subject for one volume. Mr. Kirkpatrick appears to realise this, for he expressly eschews "scientific technicalities and exhaustive treatment." The result is an eminently readable presentation of the main facts of imagination in so far as these are applicable to education. The book falls into three parts, the first dealing with the subject in general, the second with special reference to child life, and the third with the applications of imagination in the teaching of the ordinary school subjects. A general criticism is that the author does not sufficiently emphasize the distinction between *imaging* and *imagining*. The distinction is implicit throughout, but the ordinary reader for whom the volume is intended would be saved a certain amount of possible confusion had the point been made more explicit. Mr. Kirkpatrick keeps his readers well abreast of modern research in most particulars, but it would be well if he kept more clearly in view the contributions of that new and troublesome group that concerns itself with the unconscious. For example, the treatment of day-dreams cannot be regarded as complete so long as this aspect is neglected. It does not follow that Mr. Kirkpatrick should accept the new views, but his readers may not unreasonably claim that he should guide them in estimating the value of the psychoanalytic doctrine in relation to the subject of the book. It is not that the moral issues are shirked, for the author faces these at many points, and generally with success. On page 143, however, he is perhaps a little *too* detached in his treatment of imaginative lying. For myself I am with him all the time, but there are many rigid moralists who will complain that he does not deal faithfully enough with liars.

The book has two specially good features: (i) the number of illustrative cases, bearing internal evidence of their genuineness, and (ii) the sets of exercises that follow the various chapters. The readers are enabled not only to understand the text clearly, but are invited to test the results by their own experience. To many teachers the last few chapters will be a revelation, since so many practical school people have hardly yet realised that imagination has as much to do with spelling and arithmetic as it has with poetry and storytelling. I am glad that *invention* gets a place as part of school work. That place is going to be more important in the immediate future.

Altogether an excellent work; but why will people publish books without an index?  
J. A.

**MONTESORRI EXPERIMENTS IN A LARGE INFANTS' SCHOOL:** by Mary Blackburn. (Constable. 6s. 6d.)

In the quite unnecessary introduction that is getting so fashionable, Mr. Edmond Holmes assures us that Miss Blackburn is "a loyal Montessorite." Though we dislike the term, and prefer the better sounding "Montessorian," we welcome the assurance, particularly as Mr. Holmes explains that she belongs to the more independent and intelligent wing, those who do not slavishly follow the *Dottoressa*. The book is indeed a very valuable addition to the literature of the subject, since it shows how the really valuable elements of Montessorianism can be applied under the conditions of the modern elementary school. Throughout the book we find many examples of practical discoveries that have been made as the result of the personal experience of capable teachers in applying the new method under unusual conditions. In particular, a new classification had to be adopted by which the age basis was abandoned and various classes were formed of children of varying age. So with many details in the teaching of the ordinary school subjects; for example, it was found to be essential to introduce two lines of handwriting at the very beginning in order to impress on the pupils the proportions of the letters and their relations to one another. Miss Blackburn keeps the apparatus in its proper place, and goes out of her way to make suggestions by which teachers may, to a considerable extent, provide apparatus of their own. All this is to the good, and when it is coupled with the prominence given to the ordinary school subjects it will be realised that we have here a presentation of the system that will prove attractive to the trained professional teacher, whose fear is often that the new plans cannot be applied to schools as they are. The social side gets more attention than is usual in Montessorian literature, and altogether we get a thoroughly wholesome and practical exposition and demonstration of the possibilities of the new system.  
C. C. C.

## Spanish.

**SPANISH NOTES AND IDIOMS FOR ADVANCED STUDENTS:** by A. M. Jelly. (Geo. Harrap and Co. 1s. 3d. net.)

A collection of rules and examples which should be useful to students just beyond the elementary stage. It is marred, however, by inaccurate statements here and there, e.g., on page 15, the "el" of "el agua" is *not* the *masculine* article; "le" not "la" means "to her," p. 38 section 9. "Si venga," section 5, p. 41, is a bad blunder, and the explanation of the future subjunctive, section 1, p. 43, is quite misleading. The whole exposition of the subjunctive mood lacks clearness, which is particularly unfortunate, as this is the one point on which English students of Spanish need help.  
J.N.B.

**AN ELEMENTARY SPANISH READER:** by E. S. Harrison. (Ginn and Co. 97 pp.)

A collection of short and very easy stories for beginners, supplemented by a *cuestionario* exercises and vocabulary. There are six short fables by Iriarte at the end of the book.

**A PHONETIC SPANISH READER:** by E. Alison Peers, M.A. (Manchester University Press. 2s. 6d. net.)

Contains twenty-nine short extracts from the greatest Spanish writers, ranging from the 16th to the 20th centuries, together with the same passages rendered in phonetic script. Will undoubtedly be useful to those who are direct-methodists.

**SPAIN FROM THE MOORISH CONQUEST TO THE FALL OF GRANADA (711-1492):** by Henry Edward Watts. (Story of the Nations Series. T. Fisher Unwin, Ltd. 7s. 6d. net.)

In the 310 pages of this book the author tells the story of Spanish history from the fall of the Visigothic Kingdom to the final defeat of the Moors. It is a particularly difficult period to handle, but the author has done his work well and provided his readers with a very clear and well reasoned account of the events through which the various small kingdoms were gradually merged into one. The book contains a number of excellent illustrations and well maintains the reputation of the series of which it forms a part.

## Mathematics.

**GEOMETRY:** by Leonard C. Comfort, B.Sc. (London: George Gill and Sons.)

Quite a small volume, but one which nevertheless discusses many of the important propositions in elementary geometry and does not confine itself to those of the first six books of Euclid's *Elements*. As the basis of an elementary course the text of the little book is likely to prove both useful and valuable, but of necessity it stands in constant need of being liberally supplemented and amplified by the teacher who applies it to class purposes. The work possesses the great advantage of having been submitted to practical testing over a prolonged period.

**A SECOND COURSE IN MATHEMATICS FOR TECHNICAL STUDENTS:** by P. J. Haler (Principal of Leyton Technical Institute) and A. H. Stuart. pp. 364. 6s. net. (University Tutorial Press, Ltd.)

The educational value of this book would lie entirely in its correlation with the practical work of the course for which it is intended. In suitable surroundings such a course would be probably of greater value than the formal work with which our secondary school syllabuses are overlaid. We question whether "Mathematics" is a well chosen name for this subject.

The science of abstract thinking is perhaps the last that should be advanced to satisfy the curiosity and stimulate the ideas of the young. Little attempt is now made to do this. Algebra is pared down to the requirements of the physics course, geometry may go and trigonometry take its place. The next subject should be the calculus. If efficiently taught, the pupil should be able freely to use these instruments. A text book burdened with more detail than is required for this purpose should be accounted a bad one; such are still the majority. The shortest book productive of such an understanding is what is wanted. The position of Messrs. Haler and Stuart will be readily appreciated when we say that in the differential and integral calculus are devoted two chapters, each of about eighteen pages.

Other subjects dealt with include areas and volumes, graphs, their dimensions and scales and vector quantities. There is a chapter on geometry containing the results of some half-dozen Euclidean propositions. The examples throughout the book are practical. The book is evidently not intended for secondary school use.

## Science.

THE WORLD OF SOUND: by Professor Sir William Bragg, F.R.S. (Bell. 6s. net.)

This little volume is based on the lectures delivered before a juvenile audience at the Royal Institution, Christmas, 1919. It is embellished by a set of decorative headings and tail-pieces, with pencil vignettes in the text, all drawn by Miss Audrey Weber, while illustrations of the actual experiments are supplied by Mr. W. A. Robinson. The lectures themselves are full of interest and charm. Professor Bragg is true to the tradition instituted by Faraday in these lectures for children, and his ingenious illustrative experiments are aptly matched by his delightfully simple exposition. Everybody who heard the lectures will wish to have this book and the many who did not hear them ought to have it. I venture to suggest that teachers of science will do well to study it as a manual of method in teaching, noting especially the skilful use of everyday phenomena.

SCIENCE PROGRESS, OCTOBER, 1920. (John Murray. 173-344 pp. 6s. net.)

Of the four articles in this number, two are of especial interest, namely: "Mass-Spectra and the Atomic Weights of the Elements" and "The Thyroid Gland." In the former Dr. F. W. Aston gives a very readable summary of his latest researches, whilst in the latter Dr. R. K. S. Lim deals with the variation of the function of the thyroid with age. There are also short reviews of the work done on "The Measurement of Surface Tension" (W. N. Rae) and of the "Theory of Colloids" (H. D. Murray). The correspondence again touches on the questions of an international language and of the ice age, whilst in the Popular Science Section Dr. W. E. Reynolds writes on "The Cycles and Super-Cycles of Nature." The essays comprise "Causality and Memory in Lissky's Epistemology" (J. C. Gregory), "Recent Work on the Influence of the Ductless Glands upon Amphibean Metamorphosis" (L. T. Hogben), "Verifiable Knowledge" (G. Shann).

T. G. P.

## Chemistry.

THE EXPERIMENTAL BASIS OF CHEMISTRY: by Ida Freund. Edited by A. Hutchinson and M. Beatrice Thomas. (Cambridge University Press.) pp. xvi+408. Price 30s. net.

The cordial reception given to the late Miss Freund's previous book, entitled "The Study of Chemical Composition," encouraged her "to attempt to bring to the notice of other teachers her views as to the manner in which students might be helped to realise that chemistry is a science based on experiment and that the logical interpretation of experiment leads directly to the generalisations known as the laws of chemistry." Miss Freund had a dread of thoughtless experimenting and slipshod thinking. She felt strongly that much that passes for training in science has little relation to scientific method and is of small educational value. The scheme of practical work which she arranged for her students was designed to include not only the performance of many of the experiments usually found in an elementary course, but also a repetition in a simple form of experiments historically interesting and of fundamental importance to the theory of chemistry, and such that the manipulative difficulties involved were not too great to allow of the attainment of a reasonable degree of accuracy in the hands of beginners. By directing special attention to the sources of error inherent in the methods employed, by distinguishing carefully between what was taken for granted and what was really proved, and by getting her students to compare the accuracy attained in their illustrative experiments with that of the most trustworthy work on the subject, she was able to arouse the critical faculty and to give some insight into the methods and aims of science."

The above quotation from the editors' preface well describes the aim and object of Miss Freund's book. It is a book for the teacher rather than for the student, and the former will find many valuable suggestions therein, as also criticisms, with which he may or may not agree, of methods which are still in use. The experiments devised by many of the advocates of heuristic methods of teaching often come in for scathing criticism, as instanced by the following quotation: "Moreover, the pernicious effect of pretending to discover things *de novo*, when all the time the process is really dominated by the teacher's knowledge of what the facts really are, clearly appears in the conventional treatment of that aspect of combustion which is

dealt with under Section 6, namely, the volume change produced in air by the burning of phosphorus, or magnesium, or copper, or iron."

The book is well worth detailed study and examination by all teachers and more advanced students of chemistry. Whether they will relish paying the high price of 30s. is another matter.

T. S. P.

## Nature Study.

WILD CREATURES OF GARDEN AND HEDGEROW: by Frances Pitt. (Constable. 12s. net.)

Miss Frances Pitt is sealed of the tribe of Gilbert White—with a difference. She is not wholly free from the modern trick of writing sentiment about animals, apparently in the belief that this is the kind of thing which is proper for children. Thus we hear of "baby bats," the robin "father's fond anxiety," and a "foolish young vole," phrases which are mere "gush" and quite unnecessary to her purpose, since her close and intelligent observations of the common wild creatures afford matter in themselves for a fascinating record, especially when it is supplemented by her charming photographs. Nature study in our schools has suffered greatly from the mistaken effort to turn Nature into a conventional fairy and her creatures into disguised boys and girls.

Miss Pitt's work is infinitely better than most Nature books for children, since it records first-hand study and reveals a genuine interest in the creatures she describes. Boys and girls who read the book will learn some valuable lessons and will be warned against many cruel practices which are bred by ignorance. Incidentally Miss Pitt will encourage her young readers to set up an almost entirely novel range of pets, for she has kept bats, snakes, toads, a common rat, voles, and other creatures such as are not usually kept in captivity at all. No book, however good, will serve to dispense with the needs for first-hand observation, but this volume will prove an excellent starting point for the naturalist. It should be on the shelves of every school library.

F. J.

TERRITORY IN BIRD LIFE: by H. Eliot Howard. (John Murray. 21s. net.)

The territory of the bird is more than the nesting site: it is the area which will provide sufficient food for the young during the time that they remain in or near the nest. The existence of the individual, and in consequence the species, depends upon it retaining rights over a large enough food providing field, and Mr. Howard has shown the importance of this somewhat neglected aspect of avian economy. Perhaps because he realises that undue emphasis has been placed on other factors of the sexual struggle he is in danger of overlooking their value. He does not ignore other issues, indeed he says in his chapter on fighting, "What then is the meaning of all this warfare? The process of reproduction is a complex one, built up of a number of different parts forming one inter-related whole; it is not merely a question of 'battle' or of 'territory,' or of 'song,' or of 'emotional manifestation,' but of all these together. The fighting is thus one link in a chain of events whose end is the attainment of reproduction." What he does not appear to believe is that there may be stimuli to song, battle, or expression of the emotions other than the desire for reproduction.

The territory, he shows, is won by the male, but the female often joins in the battles for its retention. Song has double value where territory is concerned; it advertises the acquired property to the amatory female, and warns trespassers that the claim is staked. The generally accepted view is that the male, in most species, seeks the female, courts her, and fights for her, not for his estate. Mr. Howard's views, if correct, rather upset some of the theories of plumage development through sexual selection. Certainly it is not always the smartest male which is immediately successful.

Although others have pointed out the importance of the territorial rights, no one has gone so deeply into the subject before. The book is a distinct contribution to our knowledge of bird psychology. Unfortunately it is unnecessary to prove that the acquisition of territory usually entails strife. Birds in combat are difficult to portray, but the illustrations by Lodge and Grönvold, both real bird artists, add greatly to the value of the book.

T. A. COWARD.



**History.**

ENGLAND UNDER THE YORKISTS, 1460-85 : Isobel D. Thornley, Preface by A. F. Pollard. (Longmans. 280 pp. 9s. 6d. net.)

THE REVOLUTIONARY EPOCH, 1776-1848 : Alan F. Hattersley. (P. Davis and Sons, Maritzburg. 108 pp. 3s. net.)

Miss Thornley's book is one of the University of London's Intermediate Source-Books of History. Prof. Pollard points out in his preface that "the stereotyped commonplace that, with the decline of the Middle Ages, the sources of English history diminish in quantity and deteriorate in quality is no more than a hasty generalisation from the fact that the monastic chronicles, which form the bulk of the Rolls Series, dwindle, and that the Rolls Series still constitutes for many students the *ne plus ultra* of historical research." Miss Thornley has drawn upon manuscript as well as upon printed sources and arranged her material under the headings—Political, Constitutional, Ecclesiastical, Economic and Social, and Ireland. She has well illustrated, notably from town chronicles, the economic and social changes which make the dawning Renaissance, and are perhaps the chief interest of the period. There are some interesting extracts relating to education. A brief account of the sources and a full index increase the value of the book, which will be a welcome addition to school, classroom, and teachers' libraries.

Mr. Hattersley, Lecturer in History at Natal University College, in his preface declares himself in agreement with the use of historical documents in schools for problem work (well known to all teachers since Mr. Keatinge's "Studies in the Teaching of History," published in 1910), and he rightly deploras the failure of English publishers to provide source-books illustrating European history. But Mr. Hattersley has not given us what we need. His book consists of some two dozen "problems" or essay-questions, prefaced by a number of snippets, if interesting, extracts, and followed by references to standard histories, which are to be consulted by the pupils in the school library. The book may be of value to the harassed teacher, who has not the time to draw up his own list of essays and references to books, though, if he is using one of the recent text-books, such as those by Botsford and Ashley reviewed in our February number, he will not need to look elsewhere for this help. It is a pity that Mr. Hattersley did not scrap the sixty odd pages devoted to a brief sketch of the period, quite unnecessary since his little work is "not intended by the writer to take the place of the text-book." He would then have had room for a few extracts of sufficient length to be really useful material for problem work. It is indeed something when pupils are expected, as Mr. Hattersley evidently expects them, to read some of the larger books. Only, it is not Mr. Keatinge's source-method.

C. H. C. O.

**Drama.**

THE EVOLUTION OF THE HISTORICAL DRAMA IN GERMANY : by Gertrude Craig Houston. (William Mullan and Son, Belfast. 5s. net.)

Considerable difficulty is often experienced both by teachers and students in finding books which educate and stimulate the reader rather than instruct and bore him. The text-books have a way of alarming students; their very weight and size alone tend to kindle a spirit of antagonism. The author of "The Evolution of the Historical Drama in Germany" presents us with a slender volume in which the enthusiasm of the writer is conveyed to the reader. There is something companionable in this book, which arouses the hope that the student is embarking upon an adventurous experience, and, what is more, this hope comes to be realised. Gertrude Craig Houston, as can be seen from the innumerable references, has studied her subject thoroughly, and she does not weary the reader with irrelevant details, unless perhaps she indulges unnecessarily in the somewhat peculiar joys of referring the reader to her authority. One cannot help feeling that all her information is contained in Schriber's admirable two volumes on German literature; but the value of a clear exposition of the external and internal forces which have resulted in the very remarkable quality of the German historical drama cannot be disregarded lightly. Gertrude Craig Houston's book is a serious contribution to research literature, and the fact that she has succeeded in avoiding the dry and dusty pitfalls of so many of her fellow workers promises well for the future publications that we hope for. J. H. R.

**Chess.**

THE POCKET GUIDE TO THE CHESS OPENINGS : by R. C. Griffith and J. H. White. (G. Bell and Sons, Ltd. 3s. 6d.)

The authors may be congratulated upon this production, which serves both as a reference for the experienced player and a guide to the beginner.

Valuable advice is contained in the introductory chapter, while everything in the first chapter on the openings is worthy of being remembered.

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**Art.**

**HISTORY AND METHODS OF ANCIENT AND MODERN PAINTING :** by James Ward. Volume III. (Chapman and Hall, 15s. net.)

The books of to-day form an interesting commentary upon the life of our times, and works of so-called educational value reflect the state of our educational system to quite an alarming degree. For it is not only conceivable that the knowledge of the history of painting was imbibed by James Ward much in the way in which he presents it in his book entitled "History and Methods of Ancient and Modern Painting," but it is probable that the present and future generations will acquire a wholesome loathing of Art as a result of studying his book. Volume III of this series concerns itself with the period of Italian Art from Benozzo Gozzoli to Antonello da Messina, but for all the joy that the reader can derive from reading it, the book might as well be a copy of the Tooting Registrar's entries of births, deaths and marriages. The author has the opportunity of conveying the romance that centres round Leonardo da Vinci, Botticelli, Fillipino Lippi, Luini, Michael Angelo, and Raphael, and he tells us instead that they were born here, lived there, married there, painted so many pictures which are preserved in this or that collection, used tempera or delighted in oil colours, rose to such and such fame, taught so-and-so to draw, and died at such and such a place in such and such a year. And thus do the young grow old, and it is thus that the eager eyes of youth are dimmed, for a joy in life is crushed out of existence when someone seeking help to understand the beautiful is confronted by a breathy catalogue.

The author's knowledge of his subject is rather appalling, too. Any examiner would shudder at the thought of having to pick holes in Mr. James Ward's treasury of facts. He is acquainted with all the proper standard works; he knows the name of every prominent critic who has doubted the attribution of this or that picture; he expresses all the correct judgments and he has all the approved views. But, alas, he is moved by nothing, and he is incapable of moving the reader to anything but tears or sleep. When speaking of, perhaps, the greatest picture by Botticelli, he tells us that "three angels . . . form a charming group." He avers that the Virgin has "a wonderfully painted transparent veil," and he states boldly that the picture "is excellent in composition and grand in its conception." True, O king!—but oh, how dull!

J.H.R.

**Physical Training.**

**MODERN PHYSICAL EDUCATION :** by Herbert Naylor and Mollie Temple. (McLose. 317 pages.)

**A TEXTBOOK OF GYMNASTICS :** by K. A. Knudsen. Translated by Ruth Herbert and H. G. Junker. Revised by Frank N. Punched. (Heinemann. 346 pages.)

"The last shall be first, and the first last." In "Modern Physical Education" Mr. Naylor and Miss Temple have produced a painstaking work which, whilst better than the "British System of Gymnastics," cannot stand on the same shelf as the "Tables" of Ling, the "Handbook" of Törngren, or the "Textbook" of Knudsen. In its way it is interesting, but both in knowledge of its subject and manner of presentation it leaves much to be desired. There is an air, for instance, about a chapter headed fatigue, stiffness, breathlessness; but on perusal one finds no reference to recent research, no index, no bibliography. There is a chapter on special exercises: it is good in its way, that is, it is not actually bad; but, rather than deal so shortly with such a subject as remedial gymnastics, it would have been better to omit it. There will be discussion as to the terminology, and doubtless more on the place assigned to music in physical education. Still, in spite of drawbacks, it is at least an attempt to distinguish physical education from physical training, and for that we are grateful. The notes on class taking are quite good. The illustrations are carefully done, though they never reach beauty of line.

Mr. Knudsen has rendered physical education another great service by putting the great experience of a lifetime within the reach of teachers, and the translators and reviser must have been delighted to have such material to handle. Those who cannot afford to buy many text-books should save on others and buy this: no teacher of gymnastics can afford to be without it. The illustrations, in line, photograph, skiagram and anatomi-

cal chart, are more than excellent—they are necessary for both expert and beginner. It is impossible in a short review to do justice to so much and so varied material, ranging from the general history of gymnastics to the smallest detail of single movements. There is much in the book which will interest teachers whose special subject is not physical but general education. Either buy the book at once, or borrow a copy from a friend—and keep it. Mr. Knudsen is Chief Inspector of Gymnastics for Denmark, and, good as Denmark is at this particular subject, Mr. Knudsen is even better. He is an educator of the first rank, a man of wide outlook, and what is even more essential, a kindly lover of children. Get his book at once.

R. R.

**General.**

**INTERNAL COMBUSTION ENGINES :** by Wallace L. Lind. (Ginn and Co.)

The writer of this book deals with the internal combustion engine as it has been developed and utilised in America. There is practically no reference to special features of design of other countries except a short section on aero engines. Within these limits the book will be very helpful to the ordinary student. Amongst many good points, special mention should be made of a chart at the end of the book describing "troubles," their effect on the engine, and suitable remedies for them. Chapter III, which involves a knowledge of thermodynamics, will be useful to the more advanced student.

J. N. H.

**SERMONS BY A LAY HEADMASTER : PREACHED AT GRESHAM'S SCHOOL (1900-1918) :** by G. W. S. Howson. 147 pp. (Longmans. 6s. net.)

This collection of Mr. Howson's sermons will be welcome to those who know something of the faith and courage with which he set himself in 1900 to make a little grammar school of forty boys into a great school, which, while preserving what was best in the English public school system, should avoid some of its characteristic weaknesses—its distrust of boy nature, its tradition that in the class-room at any rate boys and masters are natural enemies, its unintelligent worship of games and its readiness to compromise. "I want you to think of this school as the best that you can help to make it, as the best that it can be, the absolute best, as measured not with reference to other schools, but by the absolute standard of Christ." Like Thring, Mr. Howson was a great moral, rather than a great intellectual, force, and it is perhaps for this reason that the reader will hardly find the secret of Mr. Howson's work in his sermons. He did not readily put his "system" into the form of a theory, and the impressiveness of his sermons lay more in their delivery than in the novelty of the message or its expression. Perhaps the most typical sermons of this collection are the one on home duties and those preached during the war. About the war Mr. Howson preserved a characteristically sane and radical outlook. One other point may be commended to the notice of those concerned with "public-school religion." In his school the services were short, the sermons were few, and he himself "preached at infrequent intervals, often not more than once a term. He wished his address to be an event. Each sermon took several weeks to prepare and was learnt by heart. Attention was arrested at the first words, and the quiet dignity of the delivery was enhanced by a voice which was full of charm."

C. H. C. O.

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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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The Story of Robinson Crusoe : retold specially for Young Folk :  
by Wingrove Willson. 1s. 6d.
- GEORGE ALLEN AND UNWIN, LTD.  
Richard II : by James F. Waight. 2s. 6d. net.  
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Frank Watts. 7s. 6d. net.  
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The Life of Horace Benedict de Saussure : by Douglas W.  
Freshfield, D.C.L., with the collaboration of Henry F.  
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The World of Sound : by Sir William Bragg, K.B.E., D.Sc.,  
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D. L. Savory, M.A.) and French Lesson Notes to accompany  
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Early Italian Literature, Vol. II. The Dawn of Italian Prose,  
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Textile Mathematics, Part I : by Thomas Woodhouse and  
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A History of Scotland : from the Roman Evacuation to the  
Disruption, 1843 : by Charles Sanford Terry, Litt.D.,  
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Marinoni, M.A. \$1.50.
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Francesco de Sanctis : Two Essays, Giuseppe Parini :  
Ugo Foscolo, edited with introduction and notes by  
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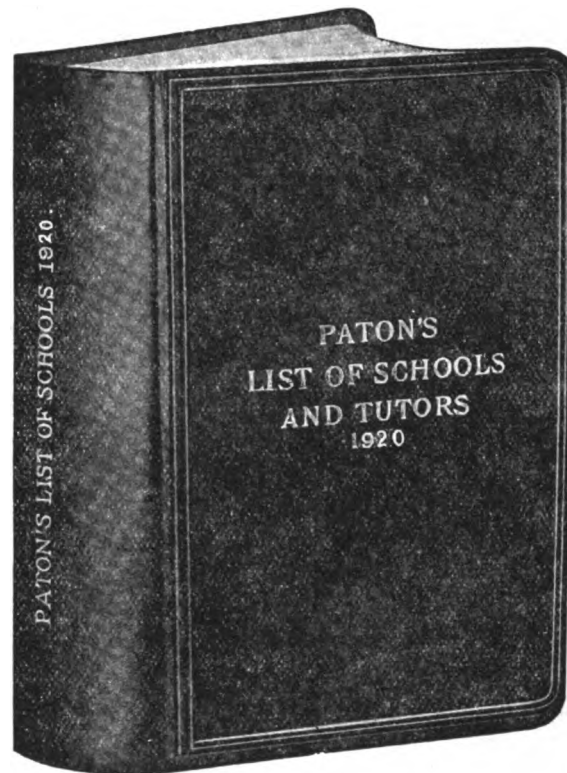
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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MARCH, 1921.

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## NOTICE TO READERS.

With this month's issue readers will receive a publication bearing the title "Current Events." For the present this will be supplied free to readers of *The Educational Times*, but extra copies may be purchased at 2d. each, postage extra.

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## NOTES AND COMMENTS.

### The Salaries Muddle.

There is an element of irony in recalling the avowed purpose of the establishment of the Burnham Committees on salaries. As stated, the object was to secure an orderly and progressive solution of the question. What has been secured thus far cannot be described as a solution. It more nearly resembles a deliquescence. Nor is it orderly, since the arrangements proposed have evoked a great amount of ill-feeling, especially among teachers who find themselves heavily penalised for reasons which have little or nothing to do with the quality of their work as compared with that of their more favoured colleagues. As to whether the scheme will prove to be progressive time will show, but the present indications are that it contains no germ of sound principle and is nothing more than the result of close bargaining, conducted to meet a present emergency. For this state of things the committees are in no way to blame. They were called together to make a bargain, and the fact that three committees are in existence shows at once that there is to be no endeavour to survey the problem as a whole, although each committee will perform the valuable service of making its bargain cover an area wider than that covered by the former method of leaving salaries to be adjusted by each education authority and its own teachers.

### Beckenham.

The difficulty of arriving at any solution, orderly and progressive or otherwise, has been enormously increased by the sudden intervention of the Treasury acting through the President of the Board of Education. Mr. Fisher has found himself compelled to impose drastic conditions which materially affect the negotiations. One result is to be found in Beckenham, where the local authority has demanded the resignation of all the teachers in the public elementary schools. This remarkable step towards an orderly and progressive solution of the salaries question is due to the fact that the authority finds that it is in danger of out-running the constable because it has arranged to pay the teachers on an agreed scale and has put the scale into operation at a date earlier than is approved by the officials of the Treasury. Confronted with the prospect of having to make good from the rates a large deficiency in the expected Government grant, the authority has naturally taken the only step possible in order to make a new contract with its teachers. The story affords an excellent illustration of the working of the Treasury mind. It may be supposed that if the salaries permitted to be paid are too small to attract new teachers the Treasury will be quite undisturbed. The problem will be left for the Board to solve.

### **Birmingham Backs Down.**

Birmingham has decided to drop the continuation schools which have been started and to accept the loss of money thus involved, rather than continue a scheme which may bring further expense in future. The City Council is also fixing a limit of eighteen shillings in the pound for the rates and is asking the various departments to submit estimates within the amounts appropriate to that limit. It is to be regretted that Birmingham finds itself compelled to give up its share in developing education, especially as there is a great amount of unemployment in the city, and the withdrawal of young people from factories would help to mitigate its effects. Yet there is much to be said in favour of the plan of determining a rate limit and sharing out the proceeds according to the needs of the various departments. It is to be hoped that when the share to be allotted to education is considered the city will maintain its reputation as the virtual birthplace of the adult school movement and of the Act of 1870. It would be well if the national funds were treated in a similar manner and the total revenue allocated to various State enterprises according to their relative importance. A debate in the House of Commons on this would show who are the friends of education.

### **Lord Haldane's Work.**

Among the most valuable and effective influences in the cause of education must be counted Lord Haldane, who is giving up his leisure to the work of addressing meetings of working men and others in various parts of the country. He told an audience at Manchester the other day that he had already spoken to some thirty other meetings on the question. Lord Haldane sees clearly that the new electorate, immense in its numbers and difficult of access through its very size, influenced but not instructed by a popular press, needs a background of intelligence and a power of thought which nothing but education can give. He holds, rightly, that elementary education is not enough and that our system now stops short in its effects at the very point where it might become really educative. Hence to him the supreme problem is the education of youth and adult. These things are commonplace to all who have considered the education question closely, but they are disregarded by the facile makers of "stunts," who never pause to reflect that the choice before this nation lies between a peaceful and orderly change and one which will be neither peaceful nor orderly. Those who think that it is possible to follow a third course by sinking back into pre-war conditions are wholly wrong. The results of the war will continue even after the German indemnity has been paid.

### **Craftsmen and Teachers.**

Speaking in London recently, Mr. W. Rothenstein said that during the five or six months since he became Principal of the Royal College of Art he had had forty or fifty applications for teachers but not a single application for a designer or draughtsman. The considerable number of young men and women who desired to serve the community by their creative gifts were ignored in favour of what were called practical people, and unless some greater incentive were given to the creative craftsman we should end by simply having teachers teaching teachers. These remarks show that Mr. Rothenstein has already diagnosed with some accuracy the weakness of the Royal College of Art, and it is to be hoped that he will succeed in effecting a cure by some method which may be applied to other Schools of Art in the country. Of these many are doing admirable work, and Sir Frank Warren, who presided at Mr. Rothenstein's meeting, said that he had several designers, all trained in a provincial School of Art, and he should never dream of going anywhere else for a designer unless he happened to stumble across a genius. It is a task for the Schools of Art, central and local, to win the confidence of manufacturers by showing that they can train craftsmen who have a sound and wide knowledge of principles, who are, in fact, well educated as well as "artistic."

### **Cambridge Chivalry.**

After refusing to admit women to degrees the University of Cambridge proceeded to consider a magnanimous proposal that the women's colleges should be encouraged to form a separate University. The women did not ask for this. Probably they are able to see that Cambridge could hardly be run properly on the lines of a boot store with separate "fitting rooms" for men and women. The proposal was kindly, and it reflected some credit on the chivalrous dons who invented it. Nevertheless it has been rejected, and Cambridge is now in splendid isolation as the only University in England which refuses degrees to women. There may be reasons against having "mixed" Universities. The evidence of those who have worked in them is by no means unanimous in approval, but it is difficult to see why women should be refused the right of admission to degrees when they have been admitted to, and have passed, the tests imposed. It may be that Cambridge will revise its views, for a local newspaper, describing the new arrangements for lighting the Senate House, has lately declared that the room will present a beautiful spectacle with four *pedants* hanging from the ceiling. Perhaps four will be enough.



## Some "Howlers."

The practice of recording the mistakes made by candidates in examinations is hardly to be commended save as a means of giving to teachers the opportunity of applying to themselves and their work a useful form of intelligence test. The following are examples which may be used as material for reflection. They are taken from a set of scholarship papers written by children, one of whom says that "Sir Isaac Newton discovered the laws of gravitation and also wrote a book on fishing, entitled the Complete Angler." Another says that "Sir Isaac Newton discovered the use of a magnet." Of Oliver Cromwell we are told that "he discovered South America and introduced Christianity into this country," while of Napoleon another candidate says: "This great admiral was the greatest man that ever lived; his first great battle was the Battle of Trafalgar and he died a glorious death." An essay on "Women's Work during the War" formed part of the examination and produced some interesting reflections. Thus: "They were a marvel to their men-folk, many of whom could not quite realise the enormity of the deeds performed by their wives, sisters, and often mothers." The V.A.D. nurses are ambiguously described as "those blue-garbed, worldly, material angels"; and of the young women generally one youthful scribe says: "A girl who in pre-war days would go miles out of her way because a cow was approaching will now ignore such trifles, for has she not milked them, and fed and cleaned them, as also pigs, horses, chickens and everything else connected with a farm." A chastened mood is induced by a sentence in one essay, which runs: "Indeed, the widow gave her mite when her husband was killed in the Great War."

## GRANNIE.

The mirth of sunshine and the rain-swept sky,  
 The smell of earth newly-baptized with rain,  
 The pleasant melancholy of the grey  
 Wet mists that robe the wide wise-hearted moor,  
 The song of birds in the grey April dawn,  
 The love and laughter of her human kind,  
 She knows no more, for she has passed beyond  
 Our human joys, and with her lost beloved  
 Is happy, in a land where the dawn sings  
 And music blossoms. . . .

Tears will cease,  
 And we shall joy again in joys of earth,  
 But still, enshrined within a thousand hearts  
 Her spirit lives, a sacred memory.

LINDISFARNE HAMILTON.

## QUAKERS AND EDUCATION.

BY J. C. WRIGHT.

DURING the last few years and more particularly since the outbreak of the war, the Society of Friends has in many directions proved that, quite out of proportion to its numbers, its influence on the nation has been very considerable. Though a small body, it is almost impossible to take up any paper without seeing some reference to its work. Nor are the attempts of Friends fruitless, for they appear never to begin any enterprise without counting the cost.

One aspect of their work is specially noticeable—that relating to education. In the year 1702 the first Quaker school was founded at Saffron Walden; seventy-seven years later Ackworth followed, and in due course from 1808 we have Sidcot, Wigton, Rawdon, Penketh, Ayton, Sibford, Bootham and the Mount, and, finally, Leighton Park in 1890. These establishments are managed by committees responsible to Quarterly Meetings or the Yearly Meeting.

Starting without any preconceived idea of attempting the work which the State has latterly taken in hand, their promoters have from time to time found themselves, if not in economic competition with the State, at least forced to modify their original plans, and have been led to consider whether such schools were justified.

Some little time ago they appointed a Commission to enquire into the *raison d'être* of their schools. The result is the justification of Quaker schools. We quote from the report:—

"It has often been pointed out that, as a religious body with no paid ministry or priesthood specially set apart and trained, the Society needs for its very existence, and still more for the effective delivery of its message, an educated membership. . . . The conception of education as the enrichment and freeing of the individual soul that it may consecrate itself to divine ends, is the distinctive basis of Quaker educational theory and practice. . . . The mark of our educational theory will therefore be reverence for personality; the features of our method will be freedom and fellowship; the result we seek will be a distinctive type of character expressing itself in the willing joyous service of our fellows. . . . We hold that this distinctive conception of education justifies the maintenance of separate Quaker schools—schools to which we can point and say that this is what we believe is not only for ourselves, but for all. We do not think that to apply our principles to a limited circle will be any hindrance to their wider application."

There is one feature of Quaker schools which at first sight we should not expect to find. Without any fixed principle and arising from the scattered nature of their people, it was felt that it would be desirable to establish boarding schools. But times have changed, and Friends now say that "for many of our children a Friends' boarding school is no longer the only available means of education; we doubt whether it would be healthy for the Society if all its members were brought up in the same atmosphere, and for many children the bracing effect of mixing in the day school with others whose modes of thought are quite different from their own, will, if they have the support of Quaker influences at home, be of great value. In any case the fact is that a large and increasing proportion of Friend children are going to day schools and our attention must no longer be focussed exclusively on our boarding schools."

The Society of Friends is cognisant, moreover, that the recent Education Act sets up an ideal of education which alters the future character of many of its schools. But they say: "Friend parents will generally desire this as a minimum, and the Society must in the first place do its utmost to see that none of those for whom it is responsible leave school before 16." And they go further: "Advancing standards in the nations at large will not allow us to stop short with school education, and our belief leads us to think of education as a life-long process. We must seek for a University training for a much larger number of our members than in the past, and the largest possible measure of continued education, humane and liberal, as well as vocational, for all."

In surveying the present situation there is evidently a desire on the part of Friends to adopt methods which are in harmony with the general trend of education. With a total of 3,710 children and young people between five and nineteen years of age, of whom 70 are in Friends' boarding schools for an average period of four or five years. This proves that Quakers have maintained their interest in educational work, so far as this class of school is concerned, perhaps better than any other body. It must also be borne in mind that though these schools are primarily for their own members they have also found places for others outside, the total accommodation for boarders being 1,330. Of the remaining Friend children it is assumed that 50 or 60 per cent. are in elementary schools.

The interest taken by Friends in post-school education has been unique, and yet they feel that something is lacking on their part when they contrast their position with that of the modern educational authorities of some of our large towns. "As far as we can ascertain," they say, "about twelve young men and women proceed each year to Oxford and Cambridge from our schools, and thirty-six to the newer universities, including the Medical Schools. The former come from Leighton Park, Bootham and The Mount, either directly or with an interval for special preparation, with a few from local Government Schools and High Schools. The latter come also from Ackworth, Sidcot and Saffron Walden. Little assistance in the way of scholarships and bursaries is provided, except for intending teachers, but Dalton Hall has made the way to continued education easy for a considerable number."

Like most good schools at the present time Friends' boarding schools are full. In making this statement let it be remembered that nearly half the places are filled by non-Friends, which is itself a testimony to the esteem in which the schools are held by parents outside the Society. The fees, too, for non-Friends' children are considerably higher than for Friends. It would appear that the total fees paid by parents in these schools is £74,500 out of a total expenditure of £91,600.

But Friends are anticipating greater things, and are not satisfied with their present attainments. They assume that the present accommodation, if one-third of the places were left available for non-Friends, would allow a three and a third years' course in a Friends' boarding school to all the children for whom they recognise responsibility. Yet they say: "However good the boarding schools are, many parents will always

prefer to keep their children at home; and the growing efficiency of the State schools will furnish a choice between advantages on either side."

There is one feature of Quaker education which cannot be ignored: they do not favour Government interference. The pecuniary gain arising from such interference, they say, "is at least doubtful." They are not disposed to accept such conditions as the following: "The Governing Body must contain a *majority* of publicly appointed members; the regulations of the school must not require any member of the teaching staff to be a Friend; religious teaching of any sort can only be given at the written request of parents; twenty-five per cent. of school places must be allotted as *free* places to children direct from public elementary schools, and in a boarding school a free place means free board as well as tuition." They admit that there is a very considerable diversity of opinion among Friends, but on the whole it is recognised that they are determined to keep their schools free from State control.

On the subject of education Friends hold views which might with advantage be adopted generally. They believe that external authority must grow less and less, and must prepare the way for the child to follow the light within. But we must bear in mind reference is made to children where family life is of a different type from that which we find in the homes of the people generally. The question of discipline affords a broad outlook. In the future, persuasion and consent will, to a large extent, take the place of punishment; but when punishment is necessary it will be given in the right spirit, and must be felt so by the recipient. In a word, children should be treated as individuals, not in the mass—evidently small classes are looked upon with favour.

With regard to religious teaching, the Society of Friends have broad views. Disregarding formalism, they put Christ as "the balance-wheel of thinking," and they declare that *teachers are wanted to raise up a generation whose ideal will be higher than the present*. From time to time Friends have viewed the various aspects of education, but they appear to grapple with the problems that present themselves to-day more vigorously, and though they have not developed any definite form of procedure, it is evident they do not intend to shirk their responsibility, when they see the best way to carry out their views.

Gieves Publishing Company announce the publication of a new and revised edition, fully illustrated with charts, diagrams, etc., of the well-known manual "The Sailor's Pocket Book," originally written by the late Admiral Sir Frederick Bedford, G.C.B.

This new edition is issued under the direction of Admiral Sir Reginald G. O. Tupper, K.C.B., C.V.O., and is edited by Captain D. Fulton, Deputy Principal Examiner of Masters and Mates. It has been entirely re-written, each section being dealt with by a recognised expert. The scope of the book has been enlarged to embrace, among other subjects, flags, signals, wireless telegraphy, compasses, pilotage, navigation, regulations for preventing collisions at sea, heat and steam, electricity, radio-telegraphy, first aid, comparative weights and measures, docks at home and abroad, boat management, meteorology, etc.

The issue of this new edition has been delayed by the war. The publishers hope that it will be of interest and value, not only to the Navy and Mercantile Marine, but also to yachtsmen and all "who go down to the sea in ships."

## TRADE OR PROFESSION.

BY P. A. WOOD.

## II.

As a result of the consideration of the significance of the designations, trade and profession, I think that even that cursory review will compel us to come to the conclusion that it is only in a very vague and undefined sense that we can speak of teaching as a profession. It could with justification be equally as well called a trade; and covering as it does such a casual congeries of occupations that name might be even more suitable. In order to rid ourselves therefore of that looseness and indefiniteness, what is to be done? How shall we guide ourselves unto the attainment of that real unity and union that all teachers more or less clearly see to be our only means of salvation—a unification into one definite, dignified and determined profession.

There is an opinion prevalent among certain teachers that the mere possession of a certificate of ability to teach is enough; that a teacher's certificate, a diploma or a degree should not only give a licence to teach, but *ipso facto* enrol one in the ranks of a recognised profession. That is a plausible opinion, but one derived, not so much from narrowness of mind as from limitation of view. That the view is limited I hope to show, and at the outset it may be well to direct the vision of such teachers over a little wider field. I may remind them that legislative regulations impose restrictions on the persons by whom and the manner in which many occupations, business, trade, or professional, are to be carried on. But such regulation and restriction by no means serves to combine the persons concerned into a profession. For while I cannot, for example, work in a certain type of school without submitting to certain conditions, I am perfectly free to work in one which is outside their ambit. There is nothing indeed to prevent my turning my best front room into a school, and calling myself a professor of languages, or teacher of music. Whereas I can sell French lessons or music without a licence I cannot sell tobacco or beer without one. I may not even sell needles from house to house, or use them in the same peripatetic way to repair doormats without procuring, at a price, the permission of the State. A mere licence confers a document not a dignity. Except for a difference in cost there is no essential distinction between a licence to sell beer and a licence to open a bank; a licence to mend chairs and a licence to sell them by auction. While I am liable to penalties for exercising any such callings without permission, there is no such restraint on my liberty to run a school. I am guilty of neither crime nor quackery. And "quackery" suggests another view. What is there to prevent my affixing a brass-plate to my railings describing myself as a legal consultant, a therapeutic adviser, a dental expert, or a canine specialist? As far as I know nothing in any medical, legal, dental or veterinary Acts of Parliament prohibits me. I may either as a hobby or a living profess to draw a contract, or a tooth, or a diagnosis, and none can say me nay. It is true I could not sue for my fees, but I should rely on the general ignorance of that fact and the honesty of my clients. Nor should I derive any right to deem myself a member of any profession, legal, medical, dental or veterinary, I should have no voice in its councils,

and no claim to its protection. I should be merely a successful or unsuccessful quack. However great my skill, however profound my knowledge, however wide my experience, I should be neither barrister, solicitor, doctor, dentist or veterinary surgeon. These would know me not. My occupation will be a trade or a profession according to the whim or prejudice of the speaker. Whereas "quack" has a recognised significance where professions are concerned, in teaching there can be with strictness no such thing. When all may teach who shall choose our title?

In order to come a little closer to our subject let us consider a calling which both by law and custom is always and everywhere a profession. Doctors and teachers pursue labours alike in this—there is no law preventing the practice of either, medicine or teaching, by unqualified persons. But whereas the legislature has by a series of statutes, first declared it expedient, and then made it possible, to distinguish the qualified from the unqualified practiser of medicine, it has done neither the one nor the other in the case of the practiser of schoolmastering. Except for the trifling restriction as to public elementary schools, there is perfect freedom of action. If we look at the preamble of the Medical Act of 1858 (31, 22 Vict., c. 90)—"An Act to regulate the qualifications of practitioners in medicine and surgery"—we find this declaration: "*Whereas it is expedient that persons requiring medical aid should be enabled to distinguish qualified from unqualified practitioners*"; and then it proceeds to make that distinction possible—as to how it does this I will point out presently. And though that preamble was repealed by the Statute Law Revision Act of 1892, as being perhaps supererogatory, we see there a stage in the evolution of an undefined profession with the small p into a defined Profession with a capital. To find an earlier stage we may go back 400 years, when by a charter dated September 23, 1518, Henry VIII incorporated certain named physicians of London into a "President and College of the Faculty of Physic in London" with perpetual succession and a common seal; why?—"in order to check men who profess physick rather from avarice than good faith, to the damage of credulous people." And the same college has since become our Royal College of Physicians of England.

Now where shall we find among the many Education Acts upon the Statute Book any single one which declares it expedient to distinguish the qualified from the unqualified teacher. I know of none. There is legislation which regulates the buildings, the age of children, the provision of meals, the expenditure, the composition of committees, and so forth. There are, it is true, regulations concerning the number and the qualifications of the staff of the type of school to which they apply. But outside these schools there is nothing, no act, no section, no clause which gives in one compendious sentence the definition of a legally qualified teacher. The physician, the surgeon, the dentist may be a Member, a Fellow of this or that College, a Licentiate of a Society; he may hold a degree in medicine of any of a score of Universities; he may be a profound scholar or an ordinary village doctor, but none of these things make him a "legally qualified medical practitioner." However numerous may be his diplomas, however extensive may be his experience, he may not

practise his skill in a public hospital, or in a workhouse, or give advice to a Friendly Society or a Town Council—unless he brings himself within the category defined in the Act of 1858.

But if we teachers cannot point to any similar section in any similar Act of Parliament, we can at least point to our societies and colleges and universities, our diplomas and certificates and degrees—and indeed they represent as great a variety, in status and attainments, as those of the doctor. We too can point to our incorporated colleges with their charters and perpetual succession, though they are rare and youthful compared with those others; we too can name our profound scholars, our specialists, our humble practisers—but there is nothing else in common between ours and theirs but the variety; there is no underlying internal unity expressed in a minimum of qualification and certainly no external unity expressed in an incorporated body which exercises a control, and a power of legislative direction.

If I had space it would be both interesting and instructive to illustrate what this external bond of unity means. But it must suffice to say that it is a bond possessed in some form and degree by all of the properly so-called professions—in a very high degree in the case of the medical and legal. They have legislative and judicial functions which within necessary limits give them plenary powers of action. It has long ago and often been decided that even the Courts will not interfere with their decisions. And in this connection I may mention that whereas up to a month or so ago His Majesty's Judges were empowered to order a man's name to be struck off the Roll of Solicitors, that power has now, by the Solicitors' Act, 1919, since January 1st been vested in the Committee of the Law Society. But though this extraordinary character is one which is acquired by a profession only in the full vigour of its life, the germ of it is present in all, and presents one distinguishing mark between the real and the quasi-professional body.

And if this external mark of unity is wanting—so too is the internal one of minimum qualification. Whereas any qualification or none will pass a man or woman into the calling of teacher, no man can become a legally qualified medical practitioner unless he has passed a qualifying examination in medicine, surgery and midwifery, and a qualifying examination is one which is held for the purpose of granting a diploma conferring, not the right to practise—anybody may practise who chooses, but the right of entering his name upon the Medical Register. And here we arrive at our definition. A "legally qualified medical practitioner" is "to be construed to mean a person registered under this Act"—i.e., the Medical Act of 1858 (section 34 referred to above). It is registration that entitles a practitioner to membership of the legally recognised profession of medicine. It is registration that entitles a man to call himself veterinary surgeon, and to claim membership of his college. It is registration that entitles a man to call himself a dentist. And all these Registers were originated, all are controlled, amended and published under the direct order and sanction of an Act of Parliament passed for that very purpose. To return to the case of the medical profession. The Medical Act of 1858 directs the establishment of a Council to be styled

the "General Council of Medical Education and Registration of the United Kingdom." It goes on to define its composition, its functions and powers; lays down rules for the composition, alteration and publication of the register; defines the persons who have the right of registration and sets out the privileges and exemptions of the bona-fide registered, and the penalties and the expulsions of the mala-fide. Four years later the Medical Council Act of 1862 retrospectively incorporated the Council under its full name, with perpetual succession and a common seal, and vested in this body the sole right of publishing, printing, and selling the British Pharmacopœia. A further Act of 1886, besides altering its constitution, amended the original powers of the Council regarding qualifying examinations, gave it wider powers of controlling their standard, including the power of appointing inspectors. In short, the General Medical Council possesses almost absolute control over the professional career of every registered medical practitioner—whether surgeon, physician, apothecary or dentist, and under its code of standing orders exercises disciplinary supervision over all its fifty thousand odd subjects.

And so one might examine with profit the other profession of the law, but only to find that however different its history, it has arrived by closely analogous methods at the same position of power and influence. The courses of the two histories have followed the same general direction. Along both we find associations, followed by charters, incorporations, statutory recognition—registration and control.

Here then surely lies our own road to professionalism. We too have our colleges, our associations, our unions, our societies; we too have our charters, our incorporations, our examining bodies; we too have our specialists and our general practitioners. But while in the professions of law and medicine all these entities exist, all these activities flourish under the controlling direction of a supreme body called into existence by the law; whereas all the force inherent in the otherwise independent individuals has been bound together and centralised by one powerful hand, directed by one energy—no such link or bond, no such *vinculum juris*, has yet brought order out of disorder, unity out of conflict, for the teaching profession.

But I see the beginning of such a unification in the Teachers Registration Council. Authorised by an Act of Parliament in 1907, established by Order in Council in 1912—over eight years ago—its primary function is that of registration. The conditions of entry on its Register it alone determines, and with its remarkably catholic constitution its terms are easy, its yoke is light. Few there can be who cannot find an entry. But the opening may be narrowed, the conditions made more stringent, and it will be wisdom to take advantage now of the way made plain for all to pass. When the roll of registered practitioners shall have reached its fullest growth, when there has been built up an organisation with one faith and one aim, then and not till then will the Teachers Registration Council become the Teachers Council; then and not till then will a great profession have been born; then and not till then will an immortal corporation express by one voice, proclaim in one purpose, direct into one channel, all the opinions, aims, and energies of a motley concourse of mutable and mortal members.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### II.—Leonidas of Tarentum (fl. 280 B.C.).

Leonidas was born at Tarentum, in South Italy, some time towards the end of the fourth century B.C., probably about the year 325. His youth coincided with the first awakening of the Greek cities on the coast to the danger threatening them from Rome and their first attempts to seek protection across the sea from the warlike kings of Epirus. To the court of one of these kings, Neoptolemus, son of Aeacides, Leonidas himself went as envoy, and when Pyrrhus left Italy in despair Leonidas accompanied him to Northern Greece. His protector's death at Argos left the poet without a country and without means of subsistence, and the rest of his years he seems to have lived as a sort of scholar-gipsy, roaming up and down the Greek lands of the Eastern Mediterranean, and dying finally in poverty and exile.

In some ways Leonidas is the most modern of all the Greek poets, nearest to us both in subject matter and in feeling, a blend of Whitman, Kipling, and Mr. W. H. Davies. He stands to poets of the study like Philetas and Callimachus as the Athenian vase painters stand to Polygnotus and Apelles. He works close to life, and is a craftsman first and foremost, with words for tools, his trade being to write epitaphs and dedications for country folk. Many of his pieces might appear with little change in the news columns of our daily papers, and the simple realism of his style is exactly suited to the simple facts which his employers commissioned him to record.

#### A Fisherman.

Here lies old Theris : death has set him free  
From tossing like a gull upon the sea.  
His weels and seines, his coble with one oar,  
The fish, the rocks, will never see him more.  
And yet no autumn gale, no tempest's rage,  
Brought to its end the full tale of his age ;  
Within the wattled cabin where he lay  
Life's lamp burned low and slowly died away.  
Nor wife nor children dear were with him then :  
This tomb was built by fellow fishermen.

A.P. vii. 295.

#### A Hedger.

Respect, Alcimenes, his bones,  
Though thorns and brambles hide these stones.  
For thorns and brambles both did know  
Alcimenes their fiercest foe.

A.P. vii. 656.

#### A Water Drinker.

Ye passers by, Eubulus lieth here,  
The foe of wine, who never knew good cheer.  
Come then and drink our fill, while we have breath,  
For all too soon we make the port of death.

A.P. vii. 452.

#### A Toper.

Stranger, take warning from poor Orthron's dust,  
Nor when you're drunk to winter darkness trust.  
Such was my doom. Far from my land of birth  
I lie enshrouded here in alien earth.

A.P. vii. 660.

#### A Rich Man.

Behold the stone that bears great Crethon's name,  
He who in wealth could e'en with Gyges vie,  
In flocks and herds abounding, rich in fame.  
But why say more ? In earth his ashes lie.  
Men called him happy, envied him his sway ;  
But ah, how small the land he holds to-day.

A.P. vii. 740.

#### A Little Girl.

Here lies a little maid,  
Cut off before her time.  
But seven years she had  
When Death rang out his chime.  
Her baby brother dear  
His parents here did lay,  
Who scarce had lived one year :  
And then she passed away.  
Our little gentle dove,  
She, too, has gone beneath.  
'Tis ruled by powers above  
That all should come to death.

A.P. vii. 662.

#### A Spinning Woman.

Her morning rest, her evening sleep,  
Old Platthis oft refused to keep,  
And spindle still and distaff plied  
To drive grim hunger from her side.  
Oft would she see the bright dawn come  
While yet she laboured at her loom,  
With wrinkled hand on wrinkled knee,  
Smoothing the threads for weaving free.  
Though near she stood to withered old  
Still something of youth's charm she held,  
And while she worked sweet music made,  
Calling the Graces to her aid.  
So eighty years had passed and flown  
Ere Platthis laid her weaving down ;  
And closed her eyes to see beneath  
The waters of the lake of death.

A.P. vii. 726.

#### A Sailor Drowned at Sea.

Thou angry storm, ye roaring seas,  
Had you no thought for Timares ?  
Could you not let his dear son pass  
And spare our Teleutagoras ?  
Why did you crush that barque so frail,  
And cargo sink in furious gale ?  
Ah, now upon some broad stretched sand  
His body lies, washed up to land.  
No man is there his bones to burn,  
But only gulls and hungry tern.  
And Timares this gravestone has  
And weeps for Teleutagoras.

A.P. vii. 652.

#### A Cottager.

Behold poor Clito's humble cot,  
His vineyard small, his garden plot,  
The wood from whence he faggots bears,  
Yet thus he lived for eighty years.

A.P. vi. 226.

F. A. WRIGHT.

## THE INFANT PRODIGY.

By J. HOLROYD REECE.

It is somewhat doubtful how the enlightened citizens of an ideal state would regard conspicuous precocity in children. The Erewhonians would no doubt treat prodigies and lunatics in a similar manner. The utmost sympathy would be extended to them, and if the Colleges of Unreason failed to obliterate all signs of budding genius, a country life of manual labour would be prescribed. Considering the fact that the Erewhonian ideal of citizenship is embodied in conformity to the norm, there is much to be said in favour of their probable methods of treatment. Therefore before we can judge of the proper attitude that the world of education should adopt, we must remember some of the more criminal tendencies of our present system.

In spite of the efforts made by the most far-sighted educationists of to-day, we still suffer from appalling traditions. Headmasters and parents ever combine in the delights of self-deception as far as their own pupils are concerned. It flatters the vanity of simple folk that their offspring, generally by dint of inhuman cramming, obtain scholarships at inappropriate ages. Parents, whose children do not betray a healthy desire to do as little work as possible, pride themselves on the implied fact that their parental virtue is manifested in their children. The first struggle of the idealistic teacher then must be directed against those people who evince the absurd desire to turn their children into grown-up individuals before nature does so herself. Spring comes but once, and the function of true education is not comparable to the hot-house, but rather to the simple process of tilling the ground. We are here to lay the foundations which will resist the ravages of autumn and winter; and there are many instances to prove that precocity in youth has later resulted in dire failure.

There is one type of failure to which almost every infant prodigy is committed; the failure being due entirely to the custodians of the child. In vulgar parlance this failure spells swollen head. The type of parental treatment which leads to this catastrophe is seen in its results in the work of Pamela Bianco. Here we have a child with a taste for drawing and for reasons past our ordinary comprehension everything of value that this child possesses has been prostituted before a gaping public. Has it not occurred to anyone entrusted with the charge of this young draughtsman that the creative faculty she possesses is a most precious possession only so long as it remains her own? Her work shows quite clearly that she has been trotted round to see the Italian primitives, with someone who has explained to the bewildered infant in what way the early Italians are primitive, and, subsequently, we have been forced to witness with regret the sad effects upon the child's spontaneity of an intensive study of the French modern school.

In Pamela Bianco's very earliest work there were faint traces of a spontaneous expression of her own individuality, now nothing but worthless effect remains. If her drawings express anything at all they express a tragedy, a tragedy of a child who has been forced to

forsake a happy nursery and to cut stupid capers before a gathering of senile friends, whose mentality can only be stimulated by something which appeals to their vitiated taste for imitation.

The difficulty of avoiding such failure sometimes alarms those whose instincts warn them against the temptation of displaying to the popular view the work performed by their children. They can see no reason why they should hide a light under a bushel. Perversity persuades them that a certain amount of praise and appreciation, even by those least qualified to express it, can only encourage the child in well-doing. Should anyone be so bold as to argue the point, the proud parent bristling in an armour of antiquated theories, will extol the virtues of competition, ambition is encouraged, and, finally, the dignity of art is brought to the rescue. Standing in front of a picture of the youthful Mozart, fumbling at the piano in his nightshirt, some will maintain that genius is not merely the fellow of maturity, but that by example it can be proved to dwell sometimes in the cradle.

Fortunately, however, even those who cannot believe without seeing may be given an opportunity to convince themselves. Professor Cizek has arranged to send the drawings executed by the members of his class round England. There are endless exhibits by a large number of exhibitors. Professor Cizek takes away the drawings of his children and thereby mercifully prevents the relations from admiring them. Moreover, if we compare the work of Pamela Bianco with the work of these perfectly ordinary children we shall agree that the verdict of the ignorant would acclaim the Viennese as the monopolisers of genius. Chance and the needs of the "Save the Children Fund" have brought about the exhibition, with its evidence of the most marked originality. A quality of ease and a feeling of the absence of all self-consciousness is brought home to us. Perhaps we have hit upon the secret. Is it not self-consciousness which is fostered by the adulation of those whom the world is pleased to call infant prodigies? And is it not this self-consciousness which goes far to prevent the healthy development of the rising generation?

So far from taking any exception to the natural endowments of any child we wish for nothing better, but wealth, virtue and genius itself can be purchased at too high a price. We only differ as to what is too high a price to pay, and for ourselves we feel that self-consciousness is far too high a price. No man complains of virtuous neighbours, but our indignation is aroused when such neighbours possess a consciousness of this moral asset that would outweigh the sum of virtues of a population.

There are others who take the view that in every child is latent some power which is akin to genius, and that the repressive influences of our civilisation make it impossible for the child to find outlets for his talent. However this may be it is not for us to question or to quarrel with our human material, but to devise means for turning all the material at our disposal into proper channels. The development of self-consciousness is, perhaps, to be avoided more than anything else, and in

no branch of education is it more apparent than in art, and of all the arts music, unfortunately, seems to provide most of the pitfalls.

In this connection it may be of interest to suggest a method that has proved its merits beyond doubt. The essentials of the method required are obviously the systematic but unconscious removal of self-consciousness in the pupil so that, all self-consciousness having been eliminated, the spontaneous creative impulses may be given free play. The method of Eurhythmics can claim to possess these essentials. The fact that the pupils are taught to beat time with their arms and legs matters little, but the fact that imperceptibly the child's self-consciousness becomes eliminated in proportion to the extent that his power of concentration is increased is of superlative importance. The advantage of Eurhythmics over other systems devised for the same purpose is that children like to submit themselves to this unconscious process by which their concentration becomes so powerful that nothing but their essential spontaneity remains. The secret is found when we consider that other systems involve a mental effort for the child which is both tiresome and tiring for him. In the method of M. Dalcroze the nature of the exercises automatically establishes a perfect balance between the problem set for the pupil and his ability to solve it.

Finally, the child which has the advantage of attending classes in Eurhythmics loses this self-consciousness not merely while attending the class, but habitually, and therefore, we see in this method the best means of assuring to the child every opportunity that his creative impulses require. It must not be supposed that such a training is only suitable for those who wish to develop their musical talent; it develops the power to appreciate the rhythm of life wherever it exists, and it facilitates the expression of that rhythm which is of the essence of all art.

#### Anglo-American Historical Congress.

In connection with the opening of the School of Historical Research, the University of London proposes to hold a conference of British, American and Canadian Professors of History in London during the week which begins on July 11th next. Invitations are being sent to all the Universities and principal Colleges concerned; and a detailed programme is in course of preparation. The main object of the conference will be to exhibit the unique facilities available in London for historical students seeking the Ph.D. degree or pursuing more advanced researches, particularly in those branches of history, of the original materials for which London possesses a practical monopoly; and the work of this conference will consist largely in visits to the Public Record Office, the British Museum, the Guildhall, Lambeth Palace Library, and other repositories whose archives will be described by their expert custodians. Incidentally, the conference will be the means of bringing into personal touch historians known to one another only by their publications and repute, and of increasing that individual friendship which is one of the surest guarantees of international goodwill.

#### CHRONICLE OF EDUCATION.

- Jan. 22—The Association of Women University Teachers met at Bedford College.  
Lord Haldane on the Einstein Theory.
- Jan. 22—Letter from Lord Burnham to Mr. H. A. L. Fisher, on Salaries Report.
- Jan. 26—Mr. Fisher's reply to Lord Burnham.
- Feb. 2—Birmingham City Council decided to close the continuation schools recently started.
- Feb. 3—York Educational Conference. Sir H. Hadow: "Logic and Common Sense."
- Feb. 3—Protest of representative employers against the proposal to postpone continued education.
- Feb. 4—The President of the Board of Education delivered an address at Bury St. Edmunds on Secondary Education.
- Feb. 5—The Vice-Chancellor, Sir Gilbert Barling, conferred the honorary degree of LL.D. on Mr. Lloyd George at Birmingham University.
- Feb. 8—The Prince of Wales visited Oxford and received the Diploma of the degree of Doctor of Civil Law.
- Feb. 12—Annual Conference of the London Teachers' Association at the Memorial Hall. President: Mr. W. Sharman.
- Feb. 12—Public meeting of women teachers at the Memorial Hall protesting against "false economy" in education.
- Feb. 15—Lecture at the Albion Hall, Dalston, by Major A. H. Gem: "The need for Physical Education."

#### Some Appointments.

Professor W. H. Calder, M.A. (Arts); Rev. A. H. Mumford, B.A., B.D. (Theology); as Deans in the University of Manchester.

Dr. S. R. Milner (Physics); Mr. E. S. Forster (Greek); as Professors in Sheffield University.

Mr. T. R. Droop as Professor of Classical Archæology in Liverpool University.

Mr. Jenkin James, M.A., O.B.E., as Secretary; Capt. D. B. Antony, M.A., M.C., as Registrar, to the University Court of Governors of the Welsh University.

Miss Burrows, Principal of St. Hilda's Hall, as Principal of the Oxford Society of Home Students.

Miss Evelyn Jardine, B.Sc., M.A., as Vice-Principal at the National Society's Training College of Domestic Studies in succession to Miss Rawlinson.

Mr. E. A. Craddock, M.A., as Editor of Modern Languages in succession to Mr. E. G. Underwood.

Mr. R. L. Treble, B.Sc., F.C.S., as Headmaster of Uckfield Grammar School.

Mr. A. K. Wilson, M.A., as Headmaster of Ludlow Grammar School.

Mr. S. R. Gibson, M.A., as Headmaster of the Windsor County School.

The trustees of the Clement Stephenson fund have decided to award in September next, on the result of a competitive examination, two entrance scholarships of the value of £80 per annum, tenable for four years at the Royal Veterinary College, Camden Town, London, N.W.1. Copies of the regulations may be obtained from the Secretary.



## SCHOOLCRAFT.

### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### An Unconventional School. By Celia Hansen Bay.

The school of which I write is certainly liable to be dubbed "Freak," but as we claim to develop originality, a sense of public service and the duties of citizenship, wholesome enjoyment of beauty, practicality, fluency in languages, and wide general knowledge (especially of history and literature) perhaps others would like to hear about it.

We do not care to take more than twenty-four girls, and these are all between the ages of fifteen and eighteen. It is preferred that each girl shall stay two years, and two years only, leaving us in order to specialise in some particular subject after that period. We dispense with servants, and pride ourselves on finding out the exact degree of merit of each labour-saving device on the market that promises good results. The house cost a fairly large sum to prepare for our needs, but when the electric heating apparatus and "tip-up" basins were once installed, and the floors duly polished, it became far cheaper than an ordinary house to keep.

I will describe a day's routine.

At six o'clock in the summer (an hour later in winter) the "coffee orderlies" for the week enter each dormitory with jugs of the best coffee "au lait" you can meet with outside France. This they pour into giant cups which stand each by an empty plate on a tiny table by every bed. They also place a roll and butter (or if preferred, a hunk of bread and butter) on each plate, and set a gramophone on the landing playing a lively tune.

6 o'clock. The gramophone is left playing and has a disk laid on the ground next to it, to be appropriated by the girl who first gets out of bed to stop it when it runs down. (The possessor of the greatest number of these disks chooses the next new record.) The girls wash in cold water, each at her tip-up basin, dress and strip their beds. The dress consists of a rather full pair of knickerbockers and a short tunic with elbow (or shorter) sleeves. Over this is worn, during the earlier hours of the day, a djibbeh of any colour preferred by the girl (so long as it is pretty or beautiful) and a head-veil resembling that of a V.A.D., but not starched. Everything worn is easily washed.

6-45. Chapel. An invocation to the Holy Spirit is sung, praying for enlightenment and guidance throughout the day, a short passage of Scripture is read (chosen from a list of noble and inspiring passages suggested by the girls as suitable, and crossed off as read) and the Lord's Prayer is said, with special emphasis upon the words "Thy will be done."

7-8. From 7 to 8 o'clock the girls make their beds, wash each her own coffee-cup and saucer, spoon and plate; polish and clean everything in the house from top to bottom, and those who are not otherwise busy work in the garden, if fine, or mend table linen. A numbered list of the heavier duties and another of trivial duties is prepared, and each girl takes the number of each on the list which succeeds the number she had the day before. (The "coffee orderlies" for the week are exempt from duty from 7 till 7-30.)

8-8-25. All rest, go for a short stroll, or play not too tiring games. Shopping orderlies for the week take orders to shops and get "first pick" of fruit, vegetables, fish, etc.

- 8-30-10. Creative work. The girls either paint, have music lessons, model, "cut out," design, embroider, write English or other compositions, as the case may be. The work is influenced by the weather conditions to some extent. If the day is very beautiful they would possibly sketch out-of-doors.
- 10-10-30. Second breakfast (prepared by the cook orderlies for the week). Porridge and ham, bacon and eggs, sausages, cold beef, or other solid food. Fruit. The chief news is read out by the headmistress during this meal.
- 10-30-10-45. Sit about. Listen to music. Chat.
- 10-45-11. Wash up own plates, etc., and put them away. Polish tables. Tidy up.
- 11-11-45. Mathematics in some form.
- 11-45-12-30. History lesson, covering wide ground. (Second-year girls choose whether they prefer to hear the lesson or read privately.)
- 12-30-1-15. Geography or science lesson.
- 1-15-2. French or other language. Grammar and literature.
2. Tea and cakes, cocoa, fruit, soup, according to weather.
- 2-30. Wash up and tidy things generally.
- 3-5. Walk, drive, row, play tennis, net ball, act charades, learn dancing and dance, "gym," or go to concert or play as arranged or as modified in any direction the weather and circumstances suggest. (N.B.—This, the most important period of the day, since it gives colour to the whole, can be extended at will to from 2-15-5-15, or 5-30, without disorganising the lessons proper.)
- 5-5-30. Bath and dress.
- 5-30-6-30. Dinner (good one) prepared by the cook orderlies for the week. General conversation. Political discussions, as long as they are intelligently and politely conducted, are welcomed. (No washing-up takes place after dinner. All is left to the orderlies performing that duty between 7 and 8 o'clock next morning.)
- 6-30-7-30. Plain sewing and knitting is done, while a choice passage from some first-rate author is read and commented on. Questions are welcomed relating to obscure passages. The author is usually but not invariably English. (During this and the next periods the "cook orderlies" for the week are made especially comfortable, and do no sewing.)
- 7-30-8-15. Until 10 o'clock in morning and from 2-30-5-30 the language for the day has been compulsory for all communication. It may be French, or Latin, or German, or Italian. (We do not yet take Spanish.) If any girl cannot recall a phrase she wishes to use, she writes it down in English in the note book which each carries in a pocket of the tunic, and shows it to the person to whom she wished to say it; during the period 7-30-8-15 p.m. she produces her note book and publicly asks the particular language teacher to tell her what it should be, and writes it down and the grammatical rules concerning it. All present also write it down if not already quite sure of it. French spellinggames are played, and so with other languages.

8-15—8-30. Music. "Catches" or songs are sung. 8-30 o'clock. Five minutes' hymn and prayer in the chapel, and "so to bed."

We have never had any difficulty about the household duties; each pair of cook orderlies vies with the rest in providing really good meals (under supervision) when the turn comes. The H.M. and staff share the coffee orderlies' duties and routine work. We are never bored with lessons; holidays are almost less delightful than normal work days, and yet we get through an immense amount of useful work and acquire a store of knowledge which makes the ordinary school-girl's outfit look rather meagre.

I forgot to say that we do not have a holiday on Saturday, and that on Sunday we get up one hour later, and during the day study and discuss the topography and local conditions of Palestine, commenting on the lessons for the day heard at Church, and generally confining our interests to those which bear upon religion and ethics. We also study fine music that is appropriate to the day, and drawings and amusements have all their special "Sunday" flavour. No girl is allowed to attend church more than once a day, except (as a special concession) one who shows some real vocation for religion, or marked altruism. I have known the whole twenty-four ask for leave to attend a second or third service, but leave is only granted to those who have really "pulled up to the collar" during the week.

We have an excellent museum and collection of prints from good pictures; our reference library is particularly strong in biography and travel, and our vegetable and herb garden is famous throughout the country-side.

What a pity it is that our beloved school exists only in imagination!

#### **The Changeling. By Wm. H. White, A.C.P.**

I know a cheerful family of four children, the eldest is twenty and the youngest is ten. The three elder were ordinary normal happy children, mischievous and playful but not wicked. The youngest, however, is bad—really bad. Her father and mother are both gentle good tempered people, and they cannot understand where Stella gets her naughtiness. She is given to violent fits of temper, in which she looks most evil and has to be forcibly restrained from doing serious harm to the object of her wrath. At the best of times she is a spiteful little cat, delighting in saying and doing unkind things. She is cruel to animals, selfish, greedy, and altogether an unpleasant little person.

In the middle ages people would have said she was a "changeling," *i.e.*, a child which the fairies had changed. They were supposed to steal the child of people who had offended them in any way. They waited until the mother's back was turned and then substituted an imp similar to the baby in form and feature, but with an elfish temper. There were various precautions which might be taken to prevent such a catastrophe. Horse shoes were hung over the door because the Little People feared cold iron and dare not cross a threshold so guarded. A cradle was watched ceaselessly, and a Bible or some charm placed under the baby. A "chrism" child was supposed to be safe from the machinations of the Little People, so a child was baptised as soon as possible after birth. Titania in a "Midsummer Night's Dream" is said to have stolen a little Indian boy as a changeling.

How do modern theories account for the "changeling"? The substitution hypothesis is of course untenable. Instead we say the child is a victim of heredity. Every child is a bundle of qualities—physical, mental, and spiritual. Some of these are derived from the parents, others coming from farther back down the genealogical tree. It is this mingling of many factors which is the cause of the variations of character and temperament in every family, and it accounts for the wide diversity of natural gifts. These qualities include tendencies to good and evil, which will

develop in a suitable environment. It is the business of the parents to see that the "ape and tiger die" and that the useful and serviceable qualities have full opportunity for development. This training should commence as soon as the baby can understand the spoken word. If the child shows an evil disposition greater care is needed. Careful, persistent, but unobtrusive vigilance is necessary, with steady, firm, but gentle repression of the evil. If this were done we should hear less of unmanageable children. Many a "changeling" has been wisely ruled and governed and has grown up to be a good and useful citizen. This has entailed, however, considerable sacrifices on the part of the parents. A vast amount of care has been needed and they have had to rule their own natures with an iron hand.

#### **The Games Spirit in the Class Room. By J. W. Longsdon.**

Forty years ago the master (he was not called nor did he think himself a teacher) set a lesson to be prepared, allowed time for the preparation, while he occupied himself according to his fancy, then "took" the lesson and punished those who failed to answer suitably. This plan worked well for the boy who took kindly to book-learning: the "idle" or "stupid" boy learnt little except patience and tolerance of injustice.

About thirty years ago came one of the periodic re-awakenings that mark the history of educational method. Training colleges and inspectors were beginning to make their influence felt. The more up-to-date teacher discarded the title of master. If he had not been trained to teach he had heard of places where the art of teaching was practised and he had read books on theories of teaching. Then began the period of the energetic teacher, never still, never silent, walking about the room or standing at the blackboard. The "best" teacher was he who could hold the attention of the class for an hour's lecture illustrated by blackboard drawings. A definite piece of knowledge or a definite idea was to be "taught" in the hour, and at the end a clear and convincing summary was to appear on the board.

On this plan the teacher appeared as the fount of all knowledge: text-books, especially in lower classes, became discredited; and preparation came to imply writing out, learning, or arranging the information given in the lecture-lesson. Under this system boys who had most power as attentive listeners gained the most profit. The appeal to the ear became as continuous as the appeal to the eye in a cinema.

The first results of this reaction from the older methods were entirely beneficial. A new life was brought into the class room. The vigorous teacher kept things moving, and the idea spread that the one crime to be avoided was the crime of making the lessons dull. This period was a happy if strenuous time for the enthusiastic teacher. The man whose personality got across the footlights and pervaded the room was hailed as brilliant. At this time reports were freely sprinkled with such adjectives as "stimulating," "effective," "vigorous."

The energy of the newer generation of teachers was so great that their eagerness outstripped their discretion. In spite of the marked re-invigoration of the schools the more sober spirits came to see that a halt must be called for consideration of the position. The new road promised well at start, but it had proved too narrow for the work which it ought to do. Under the lecture-lesson system it was considered that a whole form of boys should be "together," as the phrase went. A teacher whose class in examination showed a "tail" was considered to have failed in his duty. It was thought, or tacitly assumed, that by means of good teaching a whole class of children could grow mentally at the same pace. The glorification

of the teacher as the origin of all knowledge appeared to have produced this monstrous view, which is now yielding to the theory of individual treatment. In the immediate past the work of the class has been in the main suited to the intelligence of the boys in the middle. This means that the "bright" boys are marking time, suffering from boredom and unsatisfied activities, while the "dull" boys continue to learn nothing and suffer from equal boredom with the bright boys. The eager life in the class room that charms the visitor is often misleading. It may be that only the teacher and some dozen boys are really enjoying themselves: the teacher proud in his position as the giver of knowledge, and a group of boys to whose mental activities the teacher happens to make appeal. There may be real boredom among the rest.

It seems that three re-discovered principles are now influencing class room life. They are:

I. The teacher keeps in the background as far as possible and no longer seeks to stand in the limelight. He controls, guides, stimulates, helps, explains, but unobtrusively and only when his action is needed. The class is no longer looked upon as an audience on which the teacher may exercise his eloquence and verbal skill. The class room becomes a work room in which the scholars find an opportunity of doing the work they want to do, and of getting help and guidance when they require it.

II. The teacher respects the adage that we learn by doing, and not by watching other people do or by listening to explanations of how we ought to do. Children learn mainly by doing, and they do because they want to do. Most of the mistakes they make, and for which they are often punished, they themselves will correct as their knowledge and skill develop. We have allowed children to practise the art of writing, but in other subjects the tendency has been to explain and explain until there is no time left for the children to do.

The usual blackboard demonstration in the past has meant as a rule something like this: A piece of work is explained in a lesson: the preparation shows that half the class have not understood. A second time the teacher, with less patience than before, makes the explanation with the help of the blackboard. The half of the class who have grasped the point wait in bored inactivity. Again the preparation shows that a quarter of the class need further help. Again the teacher repeats the demonstration, this time with an impatience that scares the timid. During this time perhaps three-quarters of the class are mentally idle. And even after the third demonstration the teacher finds a few boys who have not understood.

Class teaching has failed to do what was expected of it. Emotion can be aroused in a crowd, but not intelligence. The psychology of the crowd refers to matters of conduct and not to the growth of mental powers. A boy must work generally at his own pace, sometimes unobtrusively quickened by the teacher; and probably his pace is not the pace of any other boy in the class. The boy must know clearly what piece of work he is trying to master and he must master it in his own way, again with the teacher's unobtrusive help. Acting on this belief that boys learn by doing, the teacher now finds that marks, orders, and punishments as acts of an external authority, are harmful rather than helpful. Natural and inevitable punishments are numerous and far more effective.

III. The teacher now acts on the assumption that the boy wishes to work and can be trusted to work. This is an important point to grasp. Boys are not angels. The desire to work needs support, proper environment, and watchful care. But it is there. The greater the trust in it, the more fruitful the result. Trusting the boys includes trusting them to estimate and correct their own work. Corrections by an outside authority are like the laws of nature, not understood by the majority. Belief in the

boy's desire to work brings a fresh spirit into the class room. In the past the attitude of the master has often indicated that it is his duty to compel the unwilling performance of an unpleasant task. This attitude has reacted unfavourably upon the boys. By nature boys are keen to practise their intelligence and to do a mental task that is within their powers and to which they see some sort of end or result.

The position of the development of class room method is now that teachers are trying to get during the hours of lessons precisely the spirit that rules in the playing field of a good school.

#### **The Teaching of Poetry. By N. R. Ewart Smith.**

Few teachers would assert that poetry is a popular subject in schools. There are doubtless many children with whom it is a favourite study, but the majority do not welcome the approach of the period devoted to it. Yet poetry could be made one of the most interesting of studies if taught in the right spirit and not treated as a task. The doling out of lines of poetry to be learned by heart as a punishment for misbehaviour is responsible for a great deal of the neglect and indifference accorded the subject.

Great care should be exercised in the selection of passages. Boys of different ages require different types, although martial and heroic verses almost always arouse interest. Attention should be paid to simplicity of expression. The thrill which accompanies the reading of Byron's "Waterloo" by a boy of sixteen is entirely lost to the average boy of ten, who cannot understand the rhetorical language. It is quite useless to set a boy to commit to memory a poem which is incomprehensible to him, and such a practice, if persisted in, will do a great deal of harm. In allotting marks care should be taken to allow for the spirit with which the lines are repeated as well as for the actual memorising. The spirit of a poem is always worth a great deal more than any mechanical repetition of the words, and if enthusiasm is rewarded it will increase and spread.

Again, in many schools far too little is known by the pupils about the lives of the poets whose works they read. In most cases there are numerous events in the lives of the writers which, if related, would inspire a keener interest in the study of their compositions, and the great writers would become more real instead of remaining mere empty names. It should be the aim of teachers of literature to make the poets familiar friends of every boy.

It is well known to all who teach that a certain amount of humour is valuable in making a lesson interesting. This is just as applicable to poetry lessons as to any others, but never should ridiculous allusions, which detract from the beauty and meaning, be allowed. To illustrate my meaning I will give an incident drawn from my own experience. The headmaster of a school was examining the top class in poetry, the poem under discussion being Tennyson's "Crossing the Bar." His second question was: "What bar does Tennyson refer to?—Fish bar, oyster bar, public-house bar, or what?" The same master, examining another class on "The Burial of Sir John Moore," wished to know whether the line "Lightly they'll talk of the spirit that's gone" referred to whisky that had been drunk. These incidents are true, however difficult to believe. I leave the reader to judge of the quality of the humour, but I protest that such methods can only be fraught with evil consequences. Poetry is taught to refine, cultivate, and elevate the taste for beauty, and such witticisms as those mentioned are likely to degrade rather than to uplift.

The composition of verse by scholars is a practice to be encouraged. Not only does it give them a better understanding of the rules of metre, and awaken a livelier interest in the subject, but it compels them to select the best words and to place them in the best order, and is consequently of much value in teaching them how to write good English.

**SUPPLEMENT.**

**THE FINANCE OF EDUCATION.**

*A Paper read at the North of England Conference.*  
 By MR. JAMES GRAHAM, Director of Education, Leeds.

**PRESENT POSITION.**

At the present time the greatly increased cost of education is attracting widespread attention and is viewed in many quarters with distinct alarm. It is too often forgotten that with the general level of prices over 160 per cent. higher than the pre-war level the cost of education must have increased in like proportion.

The increased charges we are now paying are not due to demands made by the Education Act of 1918, but are due largely to the inflation of prices following upon the war.

The financial situation as compared with 1913-14 has changed so radically that it is essential that the question of the incidence of the cost of education should be reconsidered. It is becoming increasingly difficult to carry out normal improvements, much less to consider the big scheme indicated by the Fisher Act.

I have recently had prepared a comparative table of the net expenditure on Elementary and on Higher Education in 1914 and in 1920 for some of the larger County Boroughs:—

	Net 1913-14 Expenditure	Net 1919-20 Expenditure
Manchester—		
Elementary .....	£ 530,864	£ 1,005,688
Higher .....	131,663	262,638
Birmingham—		
Elementary .....	632,883	1,293,605
Higher .....	98,696	207,403
Leeds—		
Elementary .....	321,236	592,019
Higher .....	88,697	177,396
Newcastle—		
Elementary .....	183,932	315,644
Higher .....	23,518	48,433

The table illustrates the huge increase which has taken place in educational expenditure.

**BUILDINGS.**

The increase in the cost of school buildings is estimated at from 220 to 250 per cent. This represents our experience in Leeds, and this opinion is confirmed by several of the leading builders. The cost of skilled labour to the Leeds Education Committee in 1914, including masters' profits, averaged 11d. per hour, and that of unskilled labour 9d. per hour. To-day the cost is 2s. 11d. or 3s. for skilled workmen, and 2s. 7d. for unskilled men. In each case the present day cost is about three times as much as in 1914.

Here is a brief schedule of prices for 1914 and 1920 respectively:

	1914	1920
Bricks .....	25/- a thousand	92/6 a thousand
Carting .....	1/6 an hour	4/- an hour
Timber .....	£14 per standard	£40 per standard
Cement .....	27/6 to 35/- a ton	£6/10/- a ton
Wood Block Flooring .....	4/- a sq. yard	16/9 a sq. yard

These are heavy items and typical increases. Costings have recently been worked out which show that a brick which cost 3d. to lay in 1914 now costs 4d., and that, whereas in 1914 to lay 600 bricks was an average day's work for a man, he only lays 280 now in an 8 hours' day.

**MAINTENANCE OR REPAIR WORK.**

Here the increase is as much as 300 per cent. This is accounted for by the largely increased costs of labour, painting materials, timber, plumbers' and glaziers' work, new boilers and heating apparatus and other repairs.

**EQUIPMENT.**

School furniture for elementary schools has increased in price from 250 to 300 per cent. Books, apparatus and stationery have increases varying from 50 per cent. for drawing apparatus to 750 per cent. for drawing books.

The bulk cost of books, etc., in Leeds elementary schools in 1914 was £8,707, averaging 2s. 8d. per head; in 1920, £14,832, averaging 4s. 9d. per head; and in 1920-21, April to November, £16,000. During the war period buying was restricted as much as possible. Now that we are once more buying what we really require it is costing us more than twice as much as in 1914.

The increased costs for higher education are very heavy, owing to the amount of scientific equipment required. Increases of as much as 450 per cent. have taken place on certain articles.

The furniture required for secondary schools is now a very heavy item, for example:—

	1914			1920		
	£	s.	d.	£	s.	d.
Dual desks .....	0	17	6	4	5	0
Dwarf cupboards .....	3	3	0	11	0	0
Teachers' desks .....	2	10	0	8	15	0
Single locker desk .....	1	7	6	5	15	0

**SALARIES.**

The recommendations of the Burnham Committees obviously mean heavily increased burdens on local authorities in respect of salaries. I have estimated that the effect of putting into operation the scale for elementary and secondary teacher in Leeds will mean an additional expenditure of about £125,000 per annum; about £100,000 for elementary and about £25,000 for higher education. A proportion of this will be found by the State, but there will remain a permanent heavy increase on the rates. These facts and figures give a clear idea of why the cost of education has risen and should be carefully borne in mind by those who criticise education authorities and charge them with being extravagant bodies. Education authorities, as a matter of fact, must have been very economical in the past few years or their financial statements would indicate a much greater increase upon 1914 figures.

**INCIDENCE OF COST.**

I now come to consider how this cost is met and to advocate proposals for increased State assistance. In general, it can fairly be said that a limit is being reached to the burdens which can legitimately be placed upon local finance. If public education is to be efficiently carried on, and if developments are to be carried out in accordance with the needs and wishes of the nation, an increased scale of Government assistance is imperative. Local authorities are continually having placed upon them additional responsibilities, the cumulative effect of which is to place hitherto unthought-of burdens upon rates. Instances of what I mean are the Burnham findings with regard to teachers' salaries and the Blind Persons Act of 1920.

We are living in an age of decentralisation following upon the progress of democracy; localities are being urged to develop initiative and undertake national work of importance on an increasingly large scale. The principle from a political and administrative point of view is sound, but the present system of rating was not devised to meet such burdens. The Government places one piece of work after another upon the local authorities, and holds out no further assistance than 50 per cent. of the net expenditure. The principle of devolution will break down financially unless State aid on a much more generous scale is forthcoming. This applies to all departments, and to none more than to that of education.

It has been argued that as the public are ultimately finding all the money, it does not matter whether it comes from the ratepayer or the taxpayer, that they are really one and the same person. The fallacy of this argument lies in the incidence of the burden. For example, the education rate at present in almost any area is roughly a quarter or a fifth of the total rates, whereas the Board of Education estimates for this year amount to about £46,000,000, as against a total expenditure of the Government of about £1,300,000,000, showing a proportion of about one twenty-eighth in respect of education.

Again, education is a national asset, but the cost to ratepayers varies according to the amount of wealth or poverty in each area. From a return recently compiled by the St. Helens education authority from information supplied by various local education authorities I find the following variations in the education rates:—

Town.	Total Education Rate levied.		Increase.	Percentage of Increase.
	1914-15	1920-21		
	d.	d.	d.	
Ipswich .....	23.1	81.1	58.0	251.1
Liverpool .....	19.9	49.3	29.4	147.7
Birmingham .....	26.3	38.5	12.2	46.4
Exeter .....	18.8	24.8	6.0	31.8

There are, of course, several causes for these variations, but the point I want to emphasize is the startling inequality of the present incidence of the cost.

Making all allowances for the vastly increased responsibilities of the Government, I think there is a fair case for increasing the proportion of State expenditure upon education. In other words, when the Board of Education urges local education authorities to embark upon new endeavours the Government ought to meet considerably more than 50 per cent of the expenditure to be incurred. The principle I want to bring out is that as the bulk expenditure of a local authority increases, Government aid ought to increase, not merely in direct ratio but in an increasing ratio. This principle has in fact been recognised by the Government. I have a table showing the proportion of net expenditure in respect of elementary education borne by the Government in 1913-14 and 1919-20 respectively for some of the large county boroughs :—

	1913-14.	1919-20.
Manchester .....	43.8 per cent.	55.6 per cent.
Birmingham .....	47.9 "	56.6 "
Leeds .....	49.1 "	56.9 "
Newcastle .....	47.0 "	59.1 "

This table shows an average increase of about 11 per cent. in these cases; and what I maintain is that 11 per cent. is not sufficient to meet the needs of the local authorities.

#### STATE AID FOR ELEMENTARY EDUCATION.

Let us consider elementary education. According to the formula in Grant Regulations No. 1, three-fifths of the expenditure on teachers' salaries is refunded to a local authority. I have already mentioned that about £100,000 a year will be required in Leeds in addition to normal expenditure on salaries, and, according to this formula, the contribution of the State would amount to £60,000; but it must be remembered that from this a proportion of the product of a 7d. rate is deducted. The effect of this regulation in Leeds is that, instead of 60 per cent. of expenditure on elementary teachers' salaries being recoverable, only 50.50 per cent. is contributed. The State, therefore, is finding only about half of this heavy additional expenditure. Moreover, there are hints that the Treasury are considering how the State obligation in this respect may be lessened. The effect of any such action would, of course, be the throwing overboard of the Burnham recommendations.

I may quote a resolution recently passed at a meeting of representatives of large county boroughs with reference to standard scales of salaries for teachers in elementary schools. "Resolved:

That, in dealing with the report of the Standing Joint Committee on standard scales of salaries for teachers in elementary schools, it is desirable in the opinion of this Conference that:

- the local education authorities represented here should bring themselves within the operation of that report;
- such action should, however, be subject to the Board of Education grants towards the payment of teachers' salaries not being altered in any way which would prejudicially affect the local education authority's finances."

This means that the acceptance of the Burnham recommendations is conditional upon the payment of at least the present scale of grants.

Another part of the formula allots 36s. per unit of average attendance. From this 36s., however, a proportion of the 7d. rate must be deducted. In Leeds, the 36s. becomes 30s. 4d.—a loss of 15.88 per cent. The principle of computation, moreover, is unsound. Local authorities are penalised out of all reason for non-attendance. While it is right that a safeguard should exist to ensure a high attendance percentage, it must be remembered that a certain percentage of non-attendance is in the nature of the case inevitable, and, as the cost of maintenance, etc., must be met in any case, it is inequitable that the whole cost of this inevitable non-attendance should fall upon the authority. In addition, it should be borne in mind that compliance with requirements regarding medical treatment, etc., means the exclusion of certain children from the schools. This again reduces the average attendance in the Leeds elementary schools by nearly one million attendances a year, resulting in a loss of Government grant amounting to close on £4,000. This loss has to be met entirely from the rates.

#### SPECIAL SCHOOLS AND SERVICES.

The State grant of 50 per cent. is quite inadequate in view of the work which local education authorities are carrying out in this respect, and the developments which are expected of them

in the future. The net cost of this work in Leeds last year was £38,000, in Birmingham about £65,000, and in Manchester nearly £90,000. The school medical and dental services have grown enormously in the course of the last five or six years. Doctors, dentists, nurses, attendants, clinics, and administrative staffs have increased in numbers fourfold or more. In Leeds the expenditure on medical inspection and treatment alone amounts to £30,465 for the current year, or 9s. 4d. per head of average attendance in elementary schools, or 15s. 2d. per head of children examined. The State contribution towards the net expenditure under this head is stated to be 50 per cent. From this, however, must be deducted a proportion of the product of a 7d. rate, and when this adjustment is made, the proportion of Government assistance to Leeds for the year 1919-20 was 42.09 per cent. instead of 50 per cent.

Expenditure on improving the general well-being of the child is some of the best spent money of the country, but it is just possible that we are in danger of losing our sense of perspective in this matter. I have recently been looking through the annual report of the Chief Medical Officer of the Board of Education, and I find that there is hardly any section of work into which the medical department does not seek to enter. All persons interested in education appreciate the fact that if the best results are to accrue from the instruction given to the children it is necessary that due and proper regard should be paid to their physical well-being. We must, however, see that the medical side of education remains as at first instituted subordinate to the intellectual and moral side, and that the education of the normal child receives its proper share of consideration.

#### HIGHER EDUCATION.

##### INADEQUACY OF STATE AID.

When we turn to higher education it is abundantly clear that the whole situation must sooner or later come under review. Higher education of all types is obviously more expensive than elementary; more elaborate buildings and equipment and more highly qualified staffs are required. In these respects technical and art education is most expensive of all. I have already drawn attention to the increased cost of buildings, repairs and equipment, and may recall the very heavy increases in respects of desks for secondary schools and such items as glass ware, chemicals, and other equipment necessary for scientific work. I have also dealt with the increased salaries under the Burnham scale, pointing out that an additional £25,000 a year for higher education will be required in Leeds, of which the State will find under the present arrangement only 50 per cent. Further, it is very difficult to get men to fill the more important posts. Generous salaries have to be given to induce men possessing the required qualifications to leave professional or industrial work for teaching. This applies particularly to technical and art schools, and also to some of the more responsible positions in secondary schools.

Higher education is at present in a state of great expansion. The need of increased facilities for both secondary and technical education is acutely felt throughout the country, and it is well known that the demand largely exceeds the supply. This demand has in part been stimulated by the war, but is also due to the cumulative effect of arrested development during the war period. If for financial or any other reasons there is further delay in meeting these requirements, the country will feel the effects for many years to come.

The State at present aids higher education by a number of quite inadequate direct grants and a sum from the local taxation account, and where necessary brings its contribution up to 50 per cent. by the deficiency grant. Thus, in no respect is it possible to receive more than 50 per cent. from the State of net expenditure on higher education. Now, in some cases the State was actually providing a larger proportion of the net cost of higher education in 1914 than in 1920. Instances are Newcastle, which received 74 per cent. from the Board in 1914, and Leeds, which received 56 per cent. in 1914. The reason is simple: the costs have far outstripped the Government grants in respect of increase; but that so absurd a situation should arise reveals the inadequacy of the present grants for higher education even when adjusted by the deficiency grant.

The State, in contributing about 55 or 60 per cent. of the net cost of elementary education and only 50 per cent. in respect of higher education, is taking up a position which is inequitable and illogical. Elementary education is almost wholly local in its service. Secondary and technical schools, on the other hand,

draw pupils from a wide area, and, when trained, these pupils use their education and training in a very much wider sphere. These institutions are more national in character, and as such ought to receive greater assistance from the State than elementary schools, and not less. County Boroughs are particularly hard hit in this respect, and ought to have special consideration, as surrounding county areas prepare pupils up to a point and pass them on.

#### TRAINING COLLEGES AND DEFICIENCY GRANT.

Training Colleges especially are non-local institutions receiving students from all parts of the country, and the Government grants have hitherto been made on a national basis. A recent decision of the Board of Education reverses this position, and makes a local authority which has a College find 50 per cent. of the net expenditure. Inclusion of the expenditure on the Leeds Training College in the calculations for the deficiency grant for the financial year ended 31st March, 1920, will penalise the Leeds ratepayers by £7,766. The authority would have received this additional amount of State aid if they had not a Training College. Owing to abnormal difficulties created by the war, the local authority were left for the financial year 1919-20 to meet a deficiency of £10,773 on the College. If to this sum be added £7,766, which the local authority will lose in deficiency grant because of having a Training College, the sum to be met from the rates in respect of the Training College amounts to £18,539. Working on this basis, the local authority will be placing a considerable subsidy (some £54 7s. 4d.) behind each of the students who attends from areas outside Leeds. Of the 341 students in attendance at the City of Leeds Training College, 18 only, or 5.28 per cent., were Leeds students. The Leeds ratepayers, therefore, were left to find for the year 1919-20 a sum of £1,030 for each of these 18 Leeds students. Such a position is untenable. Other local education authorities who have training colleges are finding themselves penalised in more or less the same way.

The Board of Education a short time ago issued a circular emphasizing the need for training additional teachers. It is a well-known fact that this need is urgent, and if it is to be met, it will be necessary in the near future to arrange for additional training college accommodation to be made available. Are local authorities likely to undertake the erection of colleges when they know that their higher education finances will suffer heavily because of their enterprise? This penalty on certain progressive local education authorities is most unsatisfactory, and the position cannot be allowed to remain where it is.

#### UNIVERSITIES AND DEFICIENCY GRANT.

Another regrettable decision of the Treasury is that requiring the exclusion from the calculations for the Deficiency Grant of all contributions paid by local authorities to Universities. One would have thought that the Board of Education, in view of the increasing needs of Universities for public support, would have been keen to encourage local authorities to increase their grants in this direction. Such action as that of the Treasury and of the Board is the reverse of encouraging.

#### THE FREE PLACE REQUIREMENT.

A clear instance of the way in which local education authorities are asked to incur increased responsibilities is afforded by the Departmental Report on Scholarships and Free Places which has recently been issued.

The present secondary school grants of the Board are conditional among other things upon so many free places being available in each secondary school, and compliance with this requirement considerably reduces the proportion of the State aid given to secondary schools. The recommendations made in the report of the Departmental Committee will inevitably mean local authorities spending further large sums of money, and the utmost aid that can be expected under the present regulations for higher education is one-half of the cost. While wholly subscribing to the view embodied in the report that no child of proved capacity to benefit by a secondary education should be denied, I have already indicated at the beginning of this paper how local authorities are approaching a limit to the responsibilities they can incur without further aid from the Government.

#### ADVANCED COURSES IN SECONDARY SCHOOLS.

Another case is that of advanced courses. It is worth while examining briefly the way in which the finance of advanced courses works out for a local authority. In Leeds we have ten advanced courses in operation at the present moment, and find

compliance with this provision somewhat expensive. In order to earn the grant of £400 per course, which grant all goes in extra salaries to teaching staff, equipment, etc., we have found it necessary, in order to enable the courses to be taken advantage of, to institute advanced course bursarships. These bursarships are awarded to pupils of from 16 to 18 years of age to cover the tuition fees at the secondary schools, and provide a maintenance grant of £10 for the first year of the course and £15 for the second year. So it turns out that, in order to comply with this provision in Leeds, we have had to spend another £5,000 a year.

#### METHODS OF ASSESSING GOVERNMENT GRANTS.

There is evidently a strong case for increasing and simplifying the substantive grant for elementary education, increasing the 50 per cent. grant for special schools and services, and for granting a much greater percentage of Government aid for higher education than the present guaranteed 50 per cent. The time is now ripe for a revision of the Board's methods of assessing and of paying all grants. The present system of assessment is out of date. It is the result of a gradual building up which has been in process for a large number of years. It is true that the method of assessment for elementary education was revised two or three years ago, but the method is far from satisfactory.

#### BLOCK GRANTS NECESSARY.

It is now some eighteen years ago since the Education Act of 1902 constituted local education authorities. With this experience behind them, the authorities are not the immature bodies they were, and, in my opinion, the time has arrived when the State should cease to make separate grants for each section of educational work, each section having its own method of assessment. A broad and statesmanlike method should take the place of the present system, and three block grants should be made, one for all forms of elementary education, one for secondary education, and one for technical and art education.

These block grants should be calculated upon estimates submitted to and approved by the Board of Education previous to the commencement of the financial year, and the grants should be at least 60 per cent. of the total net expenditure on elementary education, 70 per cent. on secondary education, and 75 per cent. on technical and art education. The Board should pay the grants in suitable instalments in the course of the financial year. The present method by which grants received from the Board are based on the previous year's assessment or expenditure is vicious. In times of stabilised finance, the annual rectification suffices, but at present—a time of expansion and development and increased expenditure each year—the effect is that the rates are permanently left with a heavy burden.

If a system of State aid, somewhat on the broad lines I have indicated, were adopted, the Board would still retain a general control of policy, but would leave to local authorities a much greater freedom in the matter of carrying out their powers and duties in accordance with the needs of their own area. In leaving local authorities to find 40 per cent. of the approved cost of elementary education, and 30 per cent. and 25 per cent. of the approved cost of higher education, the Government would be assured of the full exercise of economy on the part of local authorities.

#### ECONOMY AND EDUCATION.

There is one other point I want to touch upon in conclusion, and that is the present need for economising the resources of the nation until there are signs of a return to greater commercial prosperity. There is undoubtedly at the moment a cry for a halt in Imperial and local expenditure, and it is for those who are in responsible posts of authority to see what can be done in this direction. I want, however, to protest against the usual tendency to commence an economy campaign with a cheese-paring educational policy. This has occurred in the past and it has proved a bad investment for the nation. The years of the war have necessarily been a period of stagnation in education. During the latter part of the Great War there was, however, a remarkable revival of interest in education throughout the army serving abroad, and this interest was reflected in the Education Bill which became an enactment in 1918. Expenditure on education is one of the best investments which a nation can make. Our commercial supremacy depends to a large extent on our educational progress, and with the improvement of the conditions of the workers there must be a parallel movement giving greater educational opportunities to the best brains of the nation.



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## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

### Salaries—Present Position.

There are indications of trouble in connection with the very difficult duty now facing the Burnham Committee. The position at the time of writing is this: The Burnham Committee at its meeting on January 27th considered the subject matter of Mr. Fisher's letter dated January 26th and reluctantly agreed to accept the conditions laid down therein, viz., the adoption of April 1st, 1921, as the *standard* date for the operation of standard scales and the acceptance of a carry-over to be completed in three equal annual instalments extending over three financial years. They were not fully satisfied as to the exact meaning of the policy indicated in the letter in respect of areas "which since the issue of the committee's report have both adopted and given effect to improved scales without obtaining confirmation by the committee." Mr. Fisher only states vaguely the attitude of the Board with regard to such areas. He says he cannot admit that they "can maintain as a *matter of right* a claim that the increased expenditure which they have incurred should be recognised for the calculation of grant." It will be remembered the committee had agreed to help in such cases should difficulties arise. They still intend to do so, but for the moment are content to accept Mr. Fisher's main conditions and proceed to the business of allocating scales. The next meeting of the full committee will take place on March 10th, and in the meantime each panel of the committee is meeting to formulate principles of allocation. Agreement on these principles is to be sought on March 10th.

### Local Difficulties.

Scared by the contents of Mr. Fisher's letter several local authorities who had, before its appearance, put standard scales into operation have suspended payment on them—the Croydon authority is typical of this action. At Deal the Education Committee have ordered the teachers' engagements to be terminated in order that present payments on Scale III may be brought to a legal ending—as yet, though, notices have not been served. Gillingham is also in doubt as to continuing payment on Scale IV. In short, Mr. Fisher's letter has thoroughly scared some of the L.E.A.s who have anticipated the allocation and its approval by the Burnham Committee.

Aberdare, Abertillery, and other South Wales authorities are in direct conflict with the Board of Education on other grounds. In their cases it is not a standard scale which is in question at all, but scales which are very different from any of the standard scales.

### Action of the N.U.T.

The Executive is faced with a very difficult task just now. At the moment chief attention is being given to the principles on which the allocation of an appropriate standard scale should be made in respect of each of the 319 L.E.A. areas. Where an agreement has been reached between an authority and its teachers it is anticipated there will be no difficulty with the Burnham Committee. Where there is no agreement the full committee will have to consider the reasons advanced on each side and come to an agreed decision. It is hoped there will not be a large number of cases where no agreement has been reached. The Union is not likely to create antagonism between teachers and their employers at this stage of the negotiations, but where, as in cases to which reference has been made above, teachers are threatened with a reduction of present pay the Union will support its members in the maintenance of their strictly legal rights.

### Possible Differences as to "Principles."

Having regard to the preference shown by the L.E.A. panel for the "zone" principle as a basis of allocation, and the well-known objection of the teachers to such a basis, it is possible some difficulty may be experienced in arriving at a preliminary agreement on the principles. Sir G. Lunn, for instance, has quite recently stated there is a *very* narrow chance of Scale IV. being allowed outside the London area.

Also, there is an indication in the report of the Select Committee on National Expenditure that in high quarters there is a bias in favour of allocation on the zonal principle. Difference of opinion may also arise in connection with scales which differ somewhat from the actual standard scales. I am informed word has been sent out by the L.E.A. panel that each scale sent up must correspond in every detail with one of the standard scales. Of course, the teachers' panel may be depended on to fight for a generous interpretation of the report on these points. They will, of course, resist to the utmost any attempt to upset a scale already agreed on by a local authority and its teachers, and will resist any attempt to limit the application of Scale IV to the London area. As a matter of fact, Scale IV has already been adopted by agreement in several of the provincial areas.

### An Amalgamation.

The London Teachers' Association at its annual conference on Saturday, February 12th, agreed to a scheme of amalgamation with the N.U.T. Under the scheme—subject to the approval of the N.U.T. conference at Easter—the L.T.A. will on January 1st, 1921, become the London County Association of the N.U.T. For a time existing members of either the N.U.T. or L.T.A. may continue as members of the one without joining the other, but all who are at present outside both organisations must on and after January 1st next become members of each if they wish to join either one or the other. The combined subscription is at present fixed at 31s. per annum. The amalgamation is in the interests of London teachers, will prevent much overlapping, and will save the time and energy of officers, members of committees and officials.

### School Staffs.

The totally inadequate staffing of schools in certain districts is engaging the close attention of the N.U.T. Executive. The position in Essex is scandalous. As many as 105 children have been placed in charge of a single teacher. The Essex authority ascribes the abnormal conditions entirely to a general shortage of teachers. The acute shortage in Essex is due to the fact that while Kent and Surrey are paying on Scale III, and Middlesex on Scale IV, Essex is paying only a slight improvement on the provisional minimum scale. In Glamorgan children have actually been sent home because no teacher was available. In the poorer districts of London, also, great difficulty is still experienced in securing permanent teachers. In the case of London it would appear there must be reluctance to take teachers from other authorities. We cannot otherwise understand an Essex teacher being contented to work at Woodford on the P.M.S. when Scale IV could be obtained by serving in East London—no change of residence would be necessary in such a case.

\* \* \* \* \*

A motion claiming self-government for the teaching profession appears on the N.U.T. conference agenda. This, of course, is the goal towards which the T.R.C. are pressing. To make it possible of attainment every teacher must first become a registered teacher.

\* \* \* \* \*

Teachers in Somersetshire and Carmarthenshire are complaining of the attitude and reports of certain of H.M. Inspectors—quite an unusual complaint in these times.

**SCOTLAND.****University News.**

Delegates from the Students' Representative Councils of the four Scottish Universities met in conference at St. Andrew's and formulated their demands for certain changes regarding the Universities. These include:—An alteration in the examination system, so that more account should be taken of class work; the University should do more to assist students in obtaining appointments; combined action should be taken to obtain better treatment, financially, of ex-Service men; and certain changes in the medical preliminary examination. If a majority of the Universities approve of these they will then be submitted to the Senates of the Universities. At a meeting of Glasgow University Council ordinances dealing with the increase of fees for matriculation and entrance, and in certain cases for graduation, were passed. An ordinance increasing the maximum emoluments in regard to pensions of principals and professors was disapproved by 19 votes to 8. A proposal submitted by the Educational Institute of Scotland that "evening and other classes be established with a view to qualifying for graduation" was rejected as impractical. Sympathy with the idea was expressed, and it was resolved to communicate with the Institute setting forth the reasons for the attitude adopted.

**Vacation Courses at Edinburgh.**

The prospectuses of the vacation courses organised by the Edinburgh Provincial Committee for the Training of Teachers have been issued. At the University the second half of the courses inaugurated last summer will be begun, while new classes in the ordinary graduation standard in education, psychology, zoology, and geology will be provided. At Moray House there will be courses for teachers in infant classes, nursery schools, kindergartens, mentally defective schools, and also in such subjects as educational handwork, needlework, drawing, method of teaching music, and in household management. New courses to be introduced include experimental education, and folk-dancing and folk-songs. Dr. Morgan, Director of Studies, Moray House, Edinburgh, will supply particulars to intending students.

**Educational Requirements of Glasgow.**

The Director of Education for Glasgow has prepared an exhaustive report on the educational requirements of the city with a view to the preparation by the Education Authority of a scheme of education for submission to the Scottish Education Department in terms of the Education (Scotland) Act, 1918. Existing provision within the area is fully detailed, and indication is given as to what additional provision is necessary to the various districts of the area. The estimated number of children of school age in the area is 185,246. In addition there are 66,369 children between two and five years of age, and 9,369 still at school though over fourteen years of age. The authority have at present 210 schools, and the total accommodation is about 206,000 places. By Section 14 of the Act, the day school age will be raised to fifteen, and by Section 15 the duty is laid on the education authorities of establishing day continuation classes for young persons from fifteen to eighteen years of age. The estimated number of children between the ages of fourteen and fifteen is about 21,500. Of these 5,586 are already on the registers of the day schools, which leaves about 16,000 children for whom accommodation must be provided when the Act comes fully into force. With regard to the day continuation classes it is difficult to estimate the precise requirements, and for many years to come it will be necessary to use a good deal of makeshift accommodation. The report with appendices extends to nearly 200 closely printed pages.

**EDUCATION ABROAD.****Education in Queensland.**

The annual report of the Secretary for Public Instruction in Queensland shows that at the end of 1919 there were in operation in that State ten high schools, 1,425 State schools, twelve of which contained secondary departments, 134 provisional schools, one rural school (Nambour), three schools for aboriginals (Deebing Creek, Gayndah, and Myora), and the reformatory school at Westbrook. The total number of schools open during the year was 1,612. The net enrolment, or number of district children, was 958 in high schools, 483 in the rural school, 117,947 in State schools, and 1,911 in provisional schools—a total of 121,299, as compared with 117,976 in 1918. The average daily attendance was 76.3 per cent. of the net enrolment.

In Queensland the duties of attendance officers are performed by the police, and the compulsory clauses are administered without undue harshness. Attendance at school on every day on which school is open is compulsory. Pupils must attend until they reach the age of fourteen, unless before that age they have reached the required standard of education.

**Vacancies in the Indian Educational Service. Special Notice to ex-Service Candidates.**

There are at present vacancies in the Indian Educational Service. These vacancies are advertised periodically, and full information regarding them and regarding terms of service, etc., can be obtained on application to the Director of Special Inquiries and Reports, Board of Education, Victoria and Albert Museum, South Kensington, S.W.7.

These posts are ordinarily given only to candidates with high University honours degrees and scholastic or academic training and experience. Applications from ex-Service men, however, who hold University war degrees and credentials showing that their University career if uninterrupted would have been distinguished, will be favourably considered. Such candidates, if accepted, will usually be required to undergo training and obtain experience before entering on their duties, and an allowance will be granted during such a period of approved training. The allowance will vary according to circumstances. To indicate the range, it may be noted that an allowance at the rate of £300 per annum while under training, and of £200 per annum during employment on a school staff has recently been granted to an accepted ex-Service candidate. The initial pay in the Indian Educational Service depends on age, and a nominee's financial position after he joins the service is consequently not affected by postponement of joining owing to a preliminary course of training.

**Musical Research in America.**

Some of Mr. T. A. Edison's best-known inventions have been concerned with sounds, so it is not surprising to find that he takes an interest in music. His attention has been struck lately by the lack of any adequate scientific understanding of the effects which contrasted kinds of musical selections produce on listeners of differing native endowment and training under varying conditions of mood, season, and physical condition. He has, therefore, offered through the American Psychological Association a prize of \$500 for the most meritorious research on the subject submitted before June 1 next.

Among the topics suggested for investigation are the validity of introspection in studying effective responses to music, the classification of musical selections according to their psychological effects, objective measurements of the effects of musical stimuli, the effects of familiarity and repetition, the emotional durability of various types of music, and an experimental study of music as an aid in synchronising routine factory operations.

## MUSIC.

## BLUE BOOK SUMMARY.

## Folk Song Past and Present.

Mr. Walkley has annoyed Mr. Scholes. What Mr. Walkley has said is that ragtime is the folk song of to-day: a gay and shallow remark with a curious side issue of truth in it, to which Mr. Scholes in reply gives us to understand that it is not so and that folk song grew up in the heart of the people, while ragtime is an imposition, having its origin in Charing Cross Road: the truth being neither here nor there, but entirely somewhere else.

But the question is so confused, and there is so much false matter to clear away, that the presenting of a lucid issue is difficult.

First of all, what is folk song? Where did the songs come from? Telling us they are traditional is no explanation of their origin. Someone must have made each song in the first place. Now would it be too preposterous to assume that they were made by the best musicians of their day?

Imagine such a composer making his song perhaps some Thursday morning. On the same evening he sings it to his friends. So far we can imagine the origin of a song; but what made it a *folk* song? Did it become one, and how soon? Could we safely assume that it was a folk song by the following Monday, or did it become so gradually through generations of passing on?

The only hint that we get from folk song authorities is that it is something that has been kept alive by the people, and on this, no doubt, Mr. Scholes bases his reasoning, assuming that in an age of interdependence like ours, when every man does one job and no more, there is little chance of anything being kept alive by the people. As far as the keeping alive goes that is true, but on the other hand is there not a certain similarity to justify Mr. Walkley's remark? Before the days of printed music the song was made, sung by the strolling player, and so popularised. Now the song is made (written down, truly—a slight difference), sung by George Robey or Clara Butt or someone, played on the barrel organs, and so popularised. The difference seems to be rather one of methods of distribution.

There is one point still, and that is the claim that folk song "grew," to which we may say emphatically that it did. Grew worse generally; the earlier version of any tune being nearly always the best. Under the circumstances one feels that Mr. Scholes should have sadly admitted what Mr. Walkley so much delighted in, and that an abuse of ragtime was unnecessary cruelty. Alas poor ragtime! It doesn't really come from Charing Cross Road, nor is it any set piece. What is it? I once met a draper's salesman who threw some light on the subject when he told me he had a friend who was the best "sin-co-pated" pianist in London. Undoubtedly it is to most people a rhythm, and it is this tendency to rhythmatised its devotees, coupled with its very "folksome" origin—niggers and Spanish South America—which justifies the journalist in paying it the compliment—not the right one, but still a compliment—that "Ragtime is the folk music of to-day."

RUPERT LEE.

**Music Review.**—PART SONGS: by Dr. Lyon.

"The Shepherd," on Blake's familiar words, lyrical and impressive; "The Lamb," rather more complex but melodious and well written; "I love the jocund dance," bright and rhythmic; and "To Morning," sustained and rather Elgarian in effect, are all for four female voices, and are published by Stainer and Bell (3d. each). "Whither?" and "The Blossom" are a couple of bright two-part songs for soprano and contralto, published by Weeks and Co. (3d. each).

## Free Places.

The Departmental Committee's Report on Scholarships and Free Places should be read backwards—the highly useful statistical tables in the appendixes first, then the reservation, and finally the report in chief. The process will be found more mentally exhilarating than the orthodox one. It may be too much to expect unanimity in an argument of this sort, but the suggested plan of perusal will inform the reader earlier how far unanimity goes. The fifteen persons who sign it don't agree with every part of it. Sir Mark Collet is forcefully hostile to a whole chapter of it. Miss B. M. Sparks and he are opposed to a whole paragraph of it; and four others, while reasserting their opposition to Sir Mark Collet, emphatically condemn what the other eleven unanimously propose. And so we get the curious statement on page fifty-two that one part of the Committee is in general agreement with the whole Committee on most things—which is like saying you agree with yourself—while dissenting from it on the remainder.

This bit of criticism would be trifling if the differences were trivial—like Miss Fawcett's. But when the differences are not trifling but tremendous, not finicky but formidable, then there seems no good reason for signing the report on one page and retracting it on the next. For example, paragraph sixty-three tells us that no evidence "we have heard has shaken our conviction" of the advantages of a written examination for all children aged eleven for the purpose of selection for scholarships. But though the fifteen sign it only eleven agree with it—the other four disagree with it. But you don't learn this till you have read their somewhat threadbare argumentative note.

The Report, which is well worth reading, though it is not well written, is really an essay within the terms of the members' commission; as Section 4 (4) of the Act of 1918. After reviewing the history of the present state of affairs since 1895 it proceeds to determine the future cause of the free place question in the light of that sub-section. The *ratio decidendi* is the "capacity" and not attainment of the child. We get a fairly wide interpretation of the meaning of "capable of profiting," and then the main business of the report is to determine the question: What extension of free place provision is this interpretation likely to require? And great though the extension is it is certainly less liberal than the assumed sense of the expression. With the main items of the demand, which are well summarised at the end, few will be disposed to quarrel. Indeed, almost every one of the two dozen recommendations are the normal and natural conclusions of any reasoned and reasonable discussion of educational tendency as indicated by the last Education Act. And that tendency briefly is, as stated more than once in the report, to cast a net which shall catch all those children in the country "capable of profiting" by a secondary education, and having caught them to see that they get it, and to remove any hindrances put in the way, by the poverty or peregrination of the parents, of their continuing to get it. Maintenance and migration charges occupy a prominent place, and to these matters the Committee have evidently given much thoughtful enquiry.

There is one conclusion—put last in the summary—which will certainly challenge controversy. It is the Chapter 5 to which Sir Mark Collet, as said above, takes strong exception. His arguments are perhaps John Stuart Mill's, but they are not the less forcible for that. But the question of freeing the secondary schools is something *sui generis*, and to discuss it, except in an appendix, seems to be travelling clean outside the ambit of the terms of the Committee's reference. Put as suggested in an appendix, it would provide with Sir Mark's note an attractive subject for debating societies in search of a programme. The proposer, armed with no better arguments than those contained in this report, and stated with no more perspicuity, would offer himself an easy victim to any shrewd opponent. By parity of reasoning we should be driven to the fantastic conclusion that all desirable things are compulsory and all compulsory things must be free; that persons who feel too much responsibility when they pay too little would be made to feel less when they pay none, and responsibility is *nil* when the fees are *nil*. In brief, the only complete remedy for a state of affairs dubbed unsatisfactory is "for the State to complete the process, already far advanced, of freeing the secondary schools." The State seems not so unsatisfactory as the statement, and the argument is more unsatisfying than all. Indeed, quite frankly the paragraph on page sixteen reads like so much clothed nonsense.

## SCHOOLS, COLLEGES AND UNIVERSITIES.

**Oxford.**

The women's colleges have fought the battle against prejudice. A less subtle enemy now faces them in penury. Somerville's needs are typical. Of its total income last year 90 per cent. came from fees, and 8 per cent. from the first instalment of a grant of £1,200 a year for five years from the Cassel trustees. To meet current needs and provide for developments it requires a foundation fund of £80,000. Since the birth of the college in 1879 it has had 1,060 students; eighty-seven have taken their M.A. degree, eighty-six their B.A., since the admission of women to degrees. Somerville is not unjustly proud of the fact that it was the only college commandeered during the war, and the refitting and redecoration has entailed an expenditure of £2,000 beyond the War Office "compensation." An appeal has gone out to the generosity of a wide public. It has an influential list of signatories, and subscribers are asked to send their replies to Viscountess Rhondda (hon. treasurer of the Women's Colleges Fund), 92, Victoria Street, S.W.

**At Cambridge** the other contest still goes on. Last month (February 12) the proposal for the incorporation of Girton and Newnham into a University for Women was defeated by a nearly three to one majority. But as neither Girton nor Newnham wants it and would decline the offer if made, it is not surprising that there was little interest taken in the matter—less than 200 members of the Senators taking part in the division.

A proposal has been made to appoint a fresh syndicate to prepare a scheme which shall be a compromise between Reports A and B—the University to be empowered to confer degrees on women, without conferring membership of the Senate: and the Senate to have the right of limiting the number of women who are to receive teaching from the University.

**Durham** will now grant a diploma in Arabic, an innovation recently decreed by the Senate. Candidates need not be graduates but must keep three terms and pass the requisite examination. There are two syllabuses—one intended for future missionaries in Mahometan countries, the second for those entering on an official or commercial career.

**Rossall School.**

Among the bequests made by Mr. Herbert Ainsworth, engineer and merchant, of Johannesburg, was one of £6,000 to the corporation of this school for the purpose of assisting men of British birth to settle as farmers or market gardeners in South Africa. The assistance is to be in the form of a loan up to £150, repayable in ten years with interest at 4 per cent. The money left to the school is to be invested according to the terms of the bequest, and the income from £4,000 devoted to the encouragement, by prizes and scholarships, of the study of modern history; and that from £2,000 to the encouragement of boys in the O.T.C.

**Somerville College.**

The Council of Somerville College, Oxford, is offering a Research Fellowship, entitled the "Mary Somerville Research Fellowship," tenable for three years (£250 per annum). It is open to women who have resided in Oxford six terms, and have taken Honours in an Oxford examination, or who are qualified to supplicate for the degree of B.Litt. or B.Sc. Further information, if desired, can be obtained from Miss M. F. Moor, 45, High Street, Old Headington, Oxford.

## ASSOCIATION NEWS.

**League of Nations Union.**

Prize Essay Contest, arranged in co-operation with the American School Citizenship League and open to both British and American Schools.

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

- (1) "What Education can do to secure Co-operation as against Competition between Nations."

Open to all scholars between 16-18 years of age on June 1st, 1921, attending a secondary or public school or any other educational institution in the United Kingdom.

- (2) "The Essential Foundation of a Co-operating World."

Open to all under 21 on June 1st, 1921, attending a Training College in the United Kingdom.

JUDGES:—Education Committee of the League of Nations Union or its nominees.

## CONDITIONS OF ENTRY:—

Essays which must not exceed 5,000 words (length of 3,000 words is suggested) and which must be written on one side only of paper, with a margin of at least one inch, must reach League of Nations Union, 15, Grosvenor Crescent, S.W.1., not later than June 1st, 1921. Manuscripts not easily legible will not be considered.

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

Essays should be sent to, and all enquiries made from:—

Education Section,  
League of Nations Union,  
15, Grosvenor Crescent, S.W.1.

A junior essay scheme will be announced very shortly

**The French Institute.**

The French Institute, which is now housed in the handsome building at 1/7, Cromwell Gardens, South Kensington, which has been lent to it by the British Government, is preparing a wonderful programme of lectures in French for the current year. In addition to Monsieur Viviani, who was Prime Minister of France at the outbreak of war and who is probably unrivalled as an orator, the following are coming specially from France to speak to British audiences:—

Messieurs Eugène Brieux and Maurice Barrès of the Académie Française; Monsieur Elie Halévy; Monsieur André Maurois, author of "Les Silences du Colonel Bramble"; Madame Marcelle Tinayre, author of "La Maison du Pêché"; Monsieur Victor Bérard, Sénateur; Monsieur Georges Duhamel, author of "La Vie des Martyrs"; Monsieur Pierre Champion, author of "La Vie de Francois Villon"; Monsieur Larbaud d'Estivaux, author of "Enfantines."

**College of Preceptors.**

At a meeting of members of the college and their friends on Friday, the 18th of February, the Dean of the College took the chair, and Professor A. W. Bickerton delivered a lecture on "The Value of Simple Experiments, Graphics, and Concrete Methods in Study and Teaching." There was a large attendance, and among those present were a number of overseas teachers, who were introduced by Mrs. Ord Marshall, the honorary secretary of the League of the Empire.

## PERSONAL NOTES.

**Dr. E. G. Hardy.**

Dr. Ernest George Hardy succeeds Sir John Rhys, who died five years ago, as Principal of Jesus College, Oxford. Dr. Hardy was educated at Highgate School and at Exeter College and was a distinguished classical scholar. He has been an assistant master at Felsted and headmaster at Grantham School, while his connection with Jesus College in various capacities has lasted since 1875.

**Miss E. Welsh.**

Miss Elizabeth Welsh, sometime mistress of Girton College, died in Edinburgh on Sunday, February 13th. Miss Welsh knew the college in its early days at Hitchin, and for thirty-two years maintained an unbroken connection with it as student, lecturer and mistress.

**Miss K. Jex-Blake.**

Miss Katherine Jex-Blake has intimated her intention of resigning the position of Mistress of Girton College next June. Miss Jex-Blake was a student of Girton in 1879, and since her return in 1885 has numbered among her pupils a great many university teachers in the best known colleges and schools.

**Miss H. Jex-Blake.**

Miss Henrietta Jex-Blake intends to resign the post of Principal of Lady Margaret Hall, Oxford, at the end of the academic year. She is the daughter of Dr. T. W. Jex-Blake, formerly headmaster of Rugby and Dean of Wells, was appointed principal in 1909, and was last term created an M.A. of Oxford by decree.

**Mr. H. Jackson.**

The death of Mr. Herbert Jackson, the well-known Oxford coach, removes a remarkable personality.

Mr. Jackson was one of the earliest non-collegiate students. His indifference or individual taste in matters of dress and his oddities of manner led to his being known familiarly as the "British Workman." He graduated B.A. in 1874, but never took the M.A. degree as he considered it of little value. His ability to get pupils through their examinations was such that many sought his aid.

**Mr. H. G. Hart.**

Mr. Henry George Hart, a former Headmaster of Sedbergh School, died at Wimbledon in January, in his 78th year.

He was educated at Rugby and St. John's College, Cambridge, graduating as seventh classic.

He was a master at Haileybury and at Harrow, but it was as headmaster for twenty years of Sedbergh that he did his most remarkable work in developing and modernising everything capable of such improvement, raising the school to a high position.

**Miss M. S. Lilley.**

Miss Mary Lilley, who succeeded Dr. Helen Wodehouse last Easter as principal of Bingley Training College, died recently.

Miss Lilley was the daughter of the Rev. James Lilley, D.D., a minister of the United Free Church of Scotland, and was educated at Arbroath High School, University College, London, and Somerville College, Oxford.

She taught in the Manchester High School, but left to take the M.A. degree in Education at Columbia University, afterwards becoming Mistress of Method at Birmingham University.

She was a fine public speaker, but her gifts were chiefly devoted to literature, philosophy and education.

**Mr. C. G. Steel.**

Mr. Charles Godfrey Steel, senior master at Rugby School, has just died, aged 67 years.

He was the son of the Rev. Thomas Henry Steel, a well-known Harrow master, and was educated at Rugby and at University College, Oxford, taking a first-class in Final Classics.

## NEWS ITEMS.

**Closing a Research Laboratory.**

One of the main purposes of London University is "to promote research and the advancement of science and learning"; for twenty years a physiological laboratory has been housed and maintained and now research workers are dismayed because, seeing that it can no longer be accommodated at South Kensington, the Senate has resolved that "failing assurance of adequate support from the L.C.C. or other sources before the end of March, 1921, arrangements be made to close the laboratory not later than the end of July."

The L.C.C. annual grant of £500 was stopped last year.

**Intelligence Tests for Scholarships.**

The Northumberland Education Committee are experimenting upon a new method of selecting the children for scholarships.

Candidates are to be graded according to merit on the results of examinations conducted by psychologists.

Managers of schools from which no scholars are entered for junior scholarships are to be invited to enter children for the intelligence tests which are intended to measure general ability and for which cramming is useless.

**Birmingham Schools Closed.**

The Birmingham City Council decided to close the continuation schools which were recently started under the 1918 Education Act. In this instance the reactionaries have beaten the advocates of civilising influences, and under the plea of economy are neglecting to make a wise investment and are taking from the adolescents their chances of continued education.

**The Classroom Republic.**

At West Ham Mr. Craddock advocated a classroom republic—a form of self-government in school by scholars requiring no interference with the ordinary curriculum.

The teacher taught, advised and suggested, but the other powers were vested in the scholars. The class elected a committee responsible for discipline and the performance of duties and which could be overthrown if two-thirds of the class so desired.

**Bristol Benefits.**

The Imperial Tobacco Company is one of the greatest commercial undertakings in this country, and the directors are very wealthy men. Messrs. George Wills and Henry Wills gave large sums towards founding Bristol University, and have now come forward with another £200,000 to be devoted to building extensions of some magnitude.

**Dean Inge on Technical Schools.**

Dean Inge has nothing but praise for the modern technical schools and compares them with the Eton of his young days to their great advantage. He even wonders whether it be wiser to send one's lads to these schools or to the leading public schools, but finally decides in favour of the latter, hoping that more energy and more serious views of life will be infused into them.

**Prince Edward's Appeal.**

From St. James's Palace the Prince of Wales has issued an appeal for £200,000 on behalf of the Boy Scout movement, which needs to be placed on a sound financial footing. The Prince pays a tribute to its steady growth and efficiency, and makes a further appeal for more workers.

**Resignation of Education Secretary.**

Mr. Emmerson Beckwith served the Middlesbrough Education Committee in the double capacity of Secretary and Director of Education. Mr. Beckwith informed his committee that the work of secretary was sufficient to occupy all his time and that the very important duties of director could not be performed; further that the salary was not commensurate with the office.

## LETTERS TO THE EDITOR.

**Training College Salaries.**

Dear Sir,—In view of the fact that questions may shortly be asked in the House of Commons concerning the salaries paid to the staffs of those Training Colleges which receive grants from the Board of Education, I venture to bring the following considerations before you on behalf of the Training College Association.

(1) There are about 95 Training Colleges and Training Departments for teachers in England and Wales. The total number of teachers in training is about 13,000. All the students are adults, mostly between 18 and 25, some of them considerably older. The majority spend two years in the Training College, continuing their general education in addition to following a course of professional training and then enter the elementary schools as certificated teachers.

(2) It will readily be seen that the staff required for work of this nature should be selected from the most highly qualified and experienced teachers in the country, men and women of University rank and proved skill in teaching.

(3) It is natural, therefore, to expect that a scale of salaries higher than that recommended for secondary teachers would be recommended for them. Indeed this principle was actually recognised in the Report of the Departmental Committee on Salaries for Teachers in 1918 (Cd. 9140, pages 22 and 23, para. 41).

"The scale of a college, whether for elementary or secondary school teachers, should therefore be framed so as to attract not only teachers of experience, but teachers of exceptional merit. Unless, however, the scale is framed so as to be more attractive than those prevailing in the schools there can be no security that the staffing of the colleges will be placed on the desired basis."

(4) The actual facts, however, are as follows:—

(a) Two successive Burnham Commissions have issued recommendations accepted by the Board of Education involving considerable increases to the salaries of all elementary and secondary teachers. No special Commission was appointed to inquire into the salaries of teachers in training colleges, the view of the Board of Education (as communicated to the Training College Association), being that a relatively higher scale for training colleges would follow as a corollary of the Burnham scale for secondary teachers.

(b) The staffs of training colleges were therefore led to believe that the Board of Education would take measures to place them on a scale higher than that for secondary schools, and to give such financial aid to the governing bodies as would enable them to bring such a scale into operation. It was intimated that this would be done as soon as the scale for secondary teachers was published. The scale was published in October last, but no measures so far have been taken by the Board of Education for the relief of teachers in training colleges.

(c) It is true that certain of the Local Education Authorities are considering schemes for higher salaries for their colleges, but the majority of the training colleges are not rate-aided, deriving their incomes largely from Government grants and students' fees. The limit to which the latter can be raised is quickly reached owing to the financial circumstances of the students, and the colleges are therefore entirely unable to apply an adequate scale without considerable increases in grants.

You are asked to consider the serious effects that will follow, and are already following, on this unequal treatment as between training colleges and schools. Already it is becoming difficult to secure adequately qualified teachers to fill vacant posts in training colleges, and existing lecturers are being tempted to prefer the more highly paid posts in secondary schools. The welfare of the schools is so directly dependent on that of the training colleges that this inevitable deterioration in the quality of the staffs of the latter is bound to have a deleterious effect on the general education of the masses of people in this country.

C. C. GRAVESON,

*President of the Training College Association.*

Goldsmiths' College,  
London, S.E. 14.

**Secondary School Salaries.**

Dear Sir,—The Standing Joint Committee on Salaries in Secondary Schools (Burnham Committee) at its meeting on Friday last, held at the Board of Education, with Lord Burnham in the chair, passed, among others, the following resolution:—

"That local education authorities be informed that they are now free to adopt the appropriate standard scale, as provided in this Committee's Report, as from 1st September, 1920, with the minimum 'carry-over,' and that the Board of Education will recognise the expenditure so incurred in calculating the payment of grants."

F. J. LESLIE,  
G. D. DUNKERLEY,

35, John Street, W.C.1.

Joint Hon. Secretaries.

**The National Home Reading Union.**

Sir,—The National Home Reading Union, a well-known educational body with a record of thirty-two years' work for the guidance and direction of systematic and associated reading, makes a two-fold appeal. It desires to augment its endowment fund so as to obtain a further secured income to help to meet the too well-known increased charges for all forms of labour, and further, now when a new educational era is just inaugurated and the book of additional leisure is accompanied in so many cases by a desire for further culture, to make known the benefits which may be obtained by membership.

Speaking recently the Right Hon. H. A. L. Fisher, M.P., Minister of Education, chairman of the Union, said: "The Board of Education has always regarded this society as a valued auxiliary. We have of late witnessed a great extension in our national system of education, and the activities of the Board have been correspondingly expanded; but, as Renan said, a Ministry of Education can only be a very mediocre instrument of educational progress. We must largely depend upon voluntary help, and the support and co-operation of such a body as this, calculated to spread cultivation and a sense of respect for intellectual values far and wide throughout the community, is a very welcome addition to the forces which make for happiness and well-being in this country."

The opportunities open to the Union now are greater than ever they were. But the increased and still increasing cost of paper, printing, postage, etc., seriously hampers the maintenance and extension of work which is in spirit not commercial but missionary. For this reason the Executive Committee of the Union is appealing for the sum of £10,000 to increase the existing endowment fund and thus obtain a further secured income. This is important, but equally so is increase of active membership, now when the expansion of education and desire for education immensely increases the field for voluntary auxiliary work. Full particulars of the work of the Union and of its needs may be obtained from the Secretary, 12, York Buildings, Adelphi, London, W.C.2.

J. S. SOAMES.

**Schoolmasters in Business.**

Sir,—What precisely is the meaning of the co-operative movement recently adopted by schoolmasters? Let us examine one or two points in the scheme. It is announced that by its aid public schools will not need to increase their fees further, but that they will be enabled to raise the salaries of the masters. A distributing centre is to be set up in the City (where rents are dear) to which orders will be sent by members for school domestic supplies, books, stationery, and sports' equipment. Cheapness is to be attained by purchasing in bulk and incidentally by payment of a membership fee of £10.

As a business man I should like to know how far such methods will cover the cost of distribution all over the country, together with overhead charges for management, office up-keep, city rent, and staff expenses, consistently with the supply of goods of the first quality.

Possibly the schoolmasters are obsessed by the success of the co-operative movement, and its profits, as yet untaxed. But have ever they tested its goods? No doubt its dividends are attractive, but they have to be paid for. You cannot get something for nothing—not even sugar, tea, Latin texts, or cricket balls.

CHARLES MARSHALL.

2, Ranelagh Avenue, Hurlingham, S.W.6.



## LITERARY SECTION.

## NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

## BOOKS AND THE MAN.

## REVIEWS.

## A New "Max."

"A volume is not necessarily, as Lamb would have had us think, a book because it can be read without difficulty. The test is, whether it was worth reading. Had the author something to set forth? And had he the specific gift for setting it forth in written words? And did he use this rather rare gift conscientiously and to the full? And were his words well and appropriately printed and bound? If you can say yes to these questions, then only, I submit, is the title of 'book' deserved."

This passage is taken from the latest published volume of essays by Mr. Max Beerbohm, lately published by Heinemann at 7s. 6d. net under the title "And Even Now." Readers may seek for some meaning or relevance in this title, but they will be better employed in reading the essays which Mr. Max Beerbohm has collected from his writings of the past ten years. Having read, they will be able to answer with an emphatic affirmative all the questions propounded in the extract I have quoted, not omitting the one which concerns the printing and binding of a volume. In this particular the book is a delight to the eye, with its excellent typography, charming cover and dainty label. We have here one of the comparatively rare instances where an attempt is made to harmonise the form of a book with its contents, and the result is entirely successful.

As for the essays themselves, I like best the one entitled "No. 2. The Pines," with its delightful picture of Swinburne and Watts-Dunton and its revelation of the very proper deference which Max feels towards old men. Probably the sentiment is reserved for old men who have done great things in their prime and is not expended on those who have become institutions merely through the lapse of years. Here is a description of Swinburne's table-talk as evoked by Watts-Dunton at the right moment during lunch: ". . . forthwith, rapidly, ever so musically, he spoke to us of his walk; spoke not in the strain of a man who had been taking his daily exercise on Putney Heath, but rather in that of a Peri who had at long last been suffered to pass through Paradise. And rather than that he spoke would I say that he cooingly and flutingly sang of his experience. The wonders of this morning's wind and sun and clouds were expressed in a flow of words so right and sentences so perfectly balanced that they would have seemed pedantic had they not been clearly as spontaneous as the wordless notes of a bird in song."

In lighter but not more agreeable vein are the essays on "How Shall I Word It," and "On Speaking French," the latter full of matter for thought to the teacher of modern languages. After describing the evanescent results of the efforts of a French nurse, the author tells us that in his school "there were four French masters; four; but to what purpose? Their classrooms were scenes of eternal and indescribable pandemonium, filled with whoops and cat-calls, with devil's-tattoos on desks, and shrill inquiries for the exact date of the battle of Waterloo?"

Max offers a remedy: "I would recommend that every boy, on reaching the age of sixteen, should be hurled across the Channel into the midst of some French family and kept there for six months. At the end of that time let him be returned to his school, there to make up for lost time. Time well lost, though: for the boy will have become fluent in French, and will ever remain so."

Max tells us he is a Tory Anarchist. He is a charming hybrid.

SILAS BIRCH.

## Education.

THE NEW EDUCATION: edited by L. Haden Guest. (Hodder and Stoughton. 2s. net.)

The importance of this little volume is out of all proportion to its size. It does not lend itself to review since it is itself a sort of review of the proposals of the London County Council for the carrying out of the requirements of the Education Act of 1918. Mr. Guest, whose contribution occupies nearly half the book, gives an exposition, with a running critical commentary, of the Council's proposals. He is pleased with the general trend of things, but wants the Council to go much farther. In particular he thinks that the reduction in the size of classes needs to be speeded up. With regard to finance, he recognises the costliness of what he demands, but maintains that the nation cannot afford to economise on education. When dealing with maintenance grants he holds that the Council "shows, unfortunately, a strong bias in favour of finding excuses for not paying maintenance grants, rather than for paying them." For his part he makes a suggestion towards economy by pointing out that the L.C.C. tradition in educational architecture "is too solid and expensive." His idea is that we should build for not more than thirty years, after which our educational buildings may be very comfortably scrapped. The other contributors are Miss Margaret Macmillan on "Nursery Schools," G. A. Christian on "Elementary Education," R. B. Henderson on "Secondary Education," Robert Jones on "Central Schools," and Arthur Greenwood on "Continuation Education." Mr. Henderson is strongly of opinion that the central schools may be used to fob off the public with an inferior type, and insists that "a central school is not a secondary school, and never can be one." His main complaint is the lack of playing fields, and in this connection he renews the not unfamiliar suggestion that our secondary schools should be all removed to the outskirts of the town. There is no lack of capital suggestions in this little book. The fundamental trouble is to get the necessary money. S. K.

FIVE YEARS OLD OR THEREABOUTS: by Margaret Drummond. (Edward Arnold. 5s. net.)

We complain about Herbart and Rasmussen drawing conclusions from their experience of only two or three youngsters, but here we have a book based on intermittent acquaintance with one. Miss Drummond realises the position, and protests that she "can generalise from Margaret perfectly well by making allowance for mental age and for certain differences in upbringing and environment." As she is a competent psychologist we must give the authoress the benefit of the doubt. She evidently belongs to that group of psychologists who believe that we can get better results from intensive observations by skilled investigators than from extensive observations by those who are less well trained. The first part of the book brings the reader into touch with the more recent phases of mind-testing and psychoanalytic theory: then proceeds to an examination of the teaching of the school subjects on Montessorian principles, and finishes by a discussion of the present state of public opinion and professional practice with regard to the education of the very young, having special reference to the new nursery schools. Miss Drummond deals very wisely with the more disagreeable aspects of the unconscious school, referring to Jung for an explanation of parts that she does not find it desirable to expound. She is a loyal, open-minded Montessorian, but on page 168 she does not seem to be aware that the mistress believes that forty-five pupils can be attended to by one directress. This is relevant to the argument, though Miss Drummond may quite fairly say that Montessorians do not recognise the existence of classes at all. In any case, the authoress makes a good point in maintaining that the institution of small classes should begin in the infant department rather than in the upper school.

A particularly good chapter is that which gives an account of an experiment in the Montessorian method of teaching word-lore. The description is charmingly sympathetic and, what is more, strictly honest. Miss Drummond here as elsewhere is more interested in getting at the truth than in advocating a cause. She is not afraid at any stage to record failures. The negative instance gets in this book a better treatment than it is accustomed to.

J. A.



**English.****CASSELL'S CONTINUOUS READERS:**

The Romance of Britain's Castles.  
The Story of the Railway.  
Stories of the Sea.

These are little books produced in the rather over elaborate manner which marks the modern elementary school "reader." They are well printed and illustrated, but the actual reading matter is informative rather than of any striking literary merit.

**PASSAGES FOR ENGLISH REPETITION:** selected by the Masters at Uppingham School. (Oxford Press. 4s. net.)

The compilers have done their work well, and have produced a book worthy of a place in schools of every type. The selections are arranged in what is practically chronological order from Shakespeare onwards, nor are the "pieces" in any way hackneyed. Particularly pleasing is the inclusion of gems from modern poets, such as Rupert Brooke, Sir Henry Newbolt, Laurence Binyon, Rudyard Kipling, and others. Though possibly intended for public schools use we should like to see the book universally in use in our elementary schools.

**THE SOUNDS OF SPOKEN ENGLISH, WITH SOME NOTES ON ACCIDENT AND SYNTAX:** by T. Nicklin. (Oxford Press. 3s.)

This book is a joy to the reader. The writer has the lighter touch without sacrificing any of his scholarship. He knows his subject and succeeds in making it very human and attractive. We doubt if any reader will leave the book until it is read from cover to cover. We should welcome a similar and more detailed analysis of Lancashire or Yorkshire "as she is spoke."

**ENGLISH GRAMMAR AND COMPOSITION FOR YOUNGER FORMS:** by J. Bewsher and H. J. T. Bennetts. (Longmans, Green and Co. 2s. 6d. net.)

This book has been compiled entirely with a view to the Common Examination for Entrance to Public Schools, and this is its chief defect in that it lags rather than leads. Not even its adoption of the terminology of the "Joint Committee" make it appear in any way modern, and we feel disappointed that more inspiration for the rank and file of the teaching profession in this much discussed subject should not have emanated from Colet Court.

**AN INTRODUCTION TO THE HISTORY OF THE ENGLISH LANGUAGE:** by P. G. Thomas. (Sidgwick and Jackson. 5s. net.)

Books on the History of Language are not among the most popular or widely read, yet Mr. Thomas is successful in producing in a small space a very readable and sometimes fascinating account of language development. The book is never "dry" and always informative, and may be recommended alike to the student and to the general reader.

**MILTON—POETRY AND PROSE. With Essays by Johnson, Hazlitt and Macaulay. Introduction by A. M. D. Hughes. Notes by various scholars.** (Oxford Press. 3s. 6d. net.)

Here is perhaps the best introduction and companion to Milton that we have yet seen. The extracts are selected and annotated with the usual care noticeable in publications from this press, and the book is in attractive form at a very moderate price.

**French.****LES ANNEES HEUREUSES:** by Denise Aubert. **LES PETITS REFUGIES:** by Edouard Maynial. (Librarie Hachette.)

These are two attractively bound volumes, with gilt edges, and illustrated, and are very suitable for gift books or prizes. They both tell pleasant stories of French children, the former introducing us to the home and school life and holidays of young people of the middle class in a provincial town; the latter dealing with a young brother and sister who live in Paris, and who, suffering from the effects of air raids, the attentions of "Big Bertha," and war conditions generally, are sent off by a charitable organisation to pass some months in the country.

Here they enter with zest upon their new life and make the acquaintance of some sufferers from the war, in particular a disabled Belgian soldier, with wife and children left behind, and a blinded "poilu." They do much to cheer the lives of these two men, and when the time comes to return home, leave a host of friends behind.

There is nothing wildly exciting in the stories, but they are very brightly told and give an interesting insight into French domestic life.

W. A. C.

**Mathematics.****MATHEMATICAL PROBLEMS FOR THE USE OF STUDENTS PREPARING FOR THE ARMY AND OTHER EXAMINATIONS:** by H. E. F. Roberts (Imperial Service College) and T. Hickson (Bloxham School). 3s. net. (William Heinemann.)

A useful collection of 121 problems up to the standard of Mathematics I and II in the Army Examination. While not classified according to the time their solution may occupy, these will be found mostly of the length of a short problem paper, *i.e.*, they have from three to five portions on the same subject matter. This advantageously reduces the statement of data and, consequently, the size and price of the book.

**EVERYMAN'S MATHEMATICS:** by F. W. Harvey, M.A., D.Sc., Lecturer at Battersea Polytechnic. pp. 138. 4s. net. (Methuen and Co., Ltd.)

In a highly condensed form, this book contains arithmetic, algebra, logarithms, geometry, graphs, trigonometry and calculus; to each one chapter with a handful of examples. Mr. Harvey has the merit of lucidity, but we do not see clearly where his book will come in. Too rapid for youngsters, it deals mainly with subjects which will hardly interest the student who comes to mathematics in adult life. Sections whose compass will require weeks, perhaps months of study from such students, read as the consecutive paragraphs of a densely printed chapter. We fear that this may add to its difficulty. We can, however, recommend the book to the attention of any incompetent teacher who may require a clear and compact handbook of rules.

**A SCHOOL GEOMETRY:** by B. A. Howard and J. A. Bingham (Warwick School). pp. xvi + 376. 5s. 6d. (or in two parts 3s. 3d. each). (University of London Press, Ltd.)

This is a first course in geometry, the subject being developed in a sequence of deductive propositions. A large number, chiefly of numerical examples, are given in the earlier chapters, to which there are answers at the end of the book. Modern geometry is introduced in Chapter XI on harmonic ranges and inversion and solid in Chapter XII: both by means of a series of propositions. The authors appear to be anxious to secure a logical order and perhaps set a greater value thereon than the casual reader of their preface might guess. Trigonometrical ratios are mentioned, but the book is essentially one on the traditional Greek geometry and not one on mensuration and trigonometry masquerading under the other title.

While the book is a fresh one, teachers preparing pupils for the most reactionary of examinations need not fear to adopt it.

**Geometry.****GEOMETRICAL DRAWING AND ITS PRACTICAL APPLICATION:** by Alfred E. Holbrow, A.R.I.B.A. (George Gill and Sons. 2s.)

Mr. Holbrow is to be congratulated on having written a most comprehensive and useful text-book and on having found a firm of publishers who are able to place it on the market at a price which is well within the reach of students. The special merit of the book is the linking up of practical and field problems with the various related sets of exercises. The value of the exercises is thus exemplified at once, and the pupil proceeds easily to survey work and map-making. The instruments and their proper use are described with clearness and care. An especially useful section gives an explanation of geometrical design as applied in various forms of architectural work, not only in ornamental and decorative work but also in the forms of arches. The whole volume is of small compass, but within something under two hundred pages Mr. Holbrow has contrived to pack a surprising amount of interesting and valuable information. We heartily commend this book to the notice of all teachers.

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I am writing to thank you for your extremely interesting and helpful Lecture-Recital given to the boys on "Tempest." I know that you will be gratified to hear that several of my pupils obtained the mark of distinction in their Shakespearean paper last December, a success no doubt largely due to the interest aroused in the boys by your presentation of "As You Like It."

Yours faithfully, (Signed) P. G. GILBERT.

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Mr. ADRIAN HARLEY, 49, Tavistock Square, London, W.C.I.

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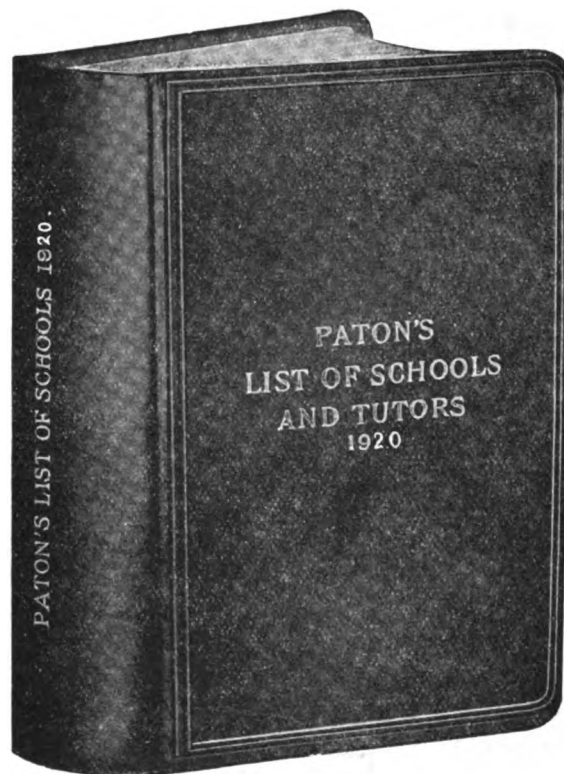
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NOTICE TO WRITERS.

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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In an early issue of the Educational Times there will be an important article by Lord Haldane, who will discuss the question of Adult Education from a point of view differing somewhat from that of Mr. G. D. H. Cole, whose second article on the subject appears in this number.

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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

APRIL, 1921.

## NOTES AND COMMENTS.

### The Future of the Training College.

Stress of financial conditions has driven the authorities of several Training Colleges to declare that they cannot carry on without increased help from the Government. Hitherto the residential or seminary colleges have preserved a strong flavour of the philanthropy which led to their establishment. It is true that the philanthropy had a purpose which went beyond giving professional training to teachers. It aimed also at attaching them to a particular form of religious belief and at preparing them to give instruction therein. The only apparent exceptions were the colleges established by the British and Foreign School Society, but even there the students were required to declare a kind of negative creed by promising that they would not undertake to teach dogmatic religion in future. The residential colleges have been in existence for many years, and their work has left its mark on our public elementary schools by supplying a force of teachers, often highly equipped on the technical side, sometimes gifted with high intellectual power, and always marked off in their outlook and experience from the ordinary run of educated men and women. That is not to say that they were better or worse, but only that they were different and were expected to do their duty in that station of life to which it had pleased the examiners for the Government scholarships to call them.

### What is Training ?

In their earliest form the Training Colleges or Normal Schools were places where young people learned the secrets of the monitorial system as revealed by Joseph Lancaster or Andrew Bell. Presently it was discovered that even the monitorial system would not function properly if the head teachers were illiterate. So it came about that the training in method was supplemented by a scheme of education nicely adjusted and restricted to the needs of "working class" children, for whom it was held that any instruction beyond the merest rudiments would be superfluous and even dangerous. Clearly the best means of ensuring that the children did not learn too much was to prevent their teachers from drinking too deeply of the fountains of learning. For half a century or more students in training colleges were forbidden to read for University examinations. Meanwhile they received a more or less thorough drilling in the art of giving lessons and maintaining class discipline. This constituted their professional training, and in most cases it accomplished its limited purpose, so that the "trained teacher" was able to teach very thoroughly whatever he knew. The pity was that he often knew so little because his college course had proceeded on the assumption that while he need know very little more than the senior pupils of a public elementary school, he must force himself to be ahead of them in every subject of the curriculum and suppress any personal liking or dislike for any branch of study.

### The New Demand.

With the development of University studies in Training Colleges and the establishment of University Departments of Education there has come about a recognition of the fact that the teacher in a public elementary school should have opportunities equal to those offered to his colleagues in other branches. A student in a training college is no longer required to enter into an undertaking to teach only in elementary schools. This important change will have its effect in promoting the unification of all teaching work, but the effect will be most quickly seen if the existing residential colleges are each placed definitely under the supervision of the nearest University and regarded as affiliated institutions. Not all among the students will take a degree, but all will be able to enter upon University studies, thereby becoming associated with the class of educated men and women and ceasing to be mere products of a seminary. There is a general demand that the teacher shall have a University education, and since the great majority of entrants now take a secondary school course there should be little difficulty in providing its proper sequel. It cannot be supposed that the "working classes" will for ever be content to have their children taught by men and women who are paid on a lower scale of salaries than that provided for teachers in schools for middle class children. The unity of all kinds of teaching work must be recognised and differences between one teacher and another should rest on something more substantial than the comparative wealth of their pupils.

### Practice and a Probationer Year.

Probably the least satisfactory part of our system of training teachers is to be found in the opportunities for practical work. A "practising school" of the old type tends to become an artificial institution, with pupils who are over-alert to detect and play upon the weakness of a novice. We ought to recognise that a teacher from a training college is not really a trained teacher. He should rather be described as one who has been put into the way of training himself, and his first year should be spent in a selected school where the regular staff have been chosen for their ability and readiness to help beginners. Such selected schools might be part of the avenue of promotion to posts of responsibility in the teaching service and from their staffs should be chosen heads of schools and heads of departments. In connection with the training system proper there should be provided the opportunity for teachers to return to college for a "refresher" course of a term or more. The study of principles is often most fruitful when it is undertaken after a spell of experience of practical difficulties, and it would be an excellent thing to have the schools for probationers staffed by men and women who had taken such a second course of theoretical training.

### Patron Universities.

There are people who seem to deplore the existence of any University other than Oxford and Cambridge and some of them would even go further by deploring the existence of any college in Oxford other than, say, New College, or in Cambridge other than, say, Trinity. Something of this temper of mind probably lies behind the surprising recommendation of the University Grants Committee that there should be Patron Universities exercising a benevolent control over institutions which are now aspiring to be recognised as Universities. Why should we stop at this point? England is not a large place and we might have one University patronising all the others and bearing some such title as the University of John Bull. It would be a magnificent thing to turn out every year a big crop of men and women entitled to use such initials as B.A. (J.B.), B.Sc. (J.B.), or B.Com. (J.B.) The academic hood would of course be the Union Jack, and wherever they went our patronised graduates would help to advertise the Empire on which neither the sun nor the moon (alas!) ever sets. It is difficult to see why there should be any pedantic reluctance to recognise fraternities of teachers and students as Universities or to fear that they will become too plentiful. The power to grant its own degrees should be the recognised right of every institution which is doing University work.

### The Case of Dr. Denning.

In 1909 Dr. A. Du Prè Denning was a Lecturer in Birmingham University and Principal of the Smethwick Technical School. He went to India on a five years' agreement to occupy an important educational post in Bengal. After three years Dr. Denning had a temporary breakdown in health and on this ground was asked to resign. He protested, and was then informed for the first time that the five years' agreement was not valid, and that as a servant of the Crown he must accept dismissal at the Crown's pleasure. This unexpected interpretation of a contract left Dr. Denning without employment, but with a manifest grievance and a determination to seek redress. His personal qualities and qualifications soon secured for him a post of importance in the commercial world, but the redress of his grievance proved to be more difficult. At length he was able to bring an action in the Courts, and after a careful hearing Mr. Justice Bailhache said he had come to the conclusion that Dr. Denning's services were liable to termination at the pleasure of the Crown. He added that the contract was most unfortunate and misleading in its form, and said that he sympathised with Dr. Denning, whose conduct had not been impugned in any way. He gave judgment against him with reluctance and refused to allow the costs of the Crown. We understand that the form of contract is to be altered and for this teachers intending to serve in India will owe thanks to Dr. Denning, as it is due to his long and plucky fight.

### Folk Song.

Without presuming to correct or criticise the observations of the musicians who are declaring that the present rag-time melodies are the folk songs—or are not the folk songs—of to-day, one may be permitted to ask whether the popular tunes of twenty years ago will presently revive in a permanent form and be collected by the Cecil Sharp of a later day. Can it be that "Ta-ra-ra-boom-de-ay" has merely assumed a chrysalis form and will in due time be restored to us as an authentic folk song of the early nineties? Or shall we begin to take wine again "Down at the old Bull and Bush" even if prohibition is enforced? The prospect brings mingled feelings and the incipient "phobia" which afflicts us might be arrested if somebody would tell us finally and once for all what a "folk song" really is.

#### STRUTTON GROUND.

*Who buys white lilac in Strutton Ground?*

*(Like magic it draws me thither!)*

*Lack-a-me, my purse unbound*

*And empty of every stiver!*

*Who buys the lilac white and sweet,*

*Nodding to the passing feet?*

*Perhaps a lady proud and poor*

*Who lays a flower at Jesu's door*

*Where the incense overpowerers*

*The sweetness of Nature's flowers*

*She buys the lilac nodding sweet—*

*To place at Jesu's feet.*

*Who buy white pheasants' eyes?*

*Who could despise*

*Any flower in Strutton Ground?*

*Perchance she whose soul is sold*

*For something less than gold.*

*And who buys nodding daffodils?*

*Little girls whose eager feet*

*Hurry to school across the street.*

*Strutton Ground is rich in flowers,*

*Lilac, pheasants' eyes, daffodils,*

*Even now, ere April showers*

*Patter on the window sills.*

RUTH YOUNG.

## EDUCATION AND LABOUR.

BY G. D. H. COLE.

At the end of my previous article I asked a question. How far, without fresh legislation, can the existing educational machinery, both of the public authorities, local and national, and of the various voluntary organisations doing educational work, be applied to the task of developing a comprehensive educational policy for the adult working-class student? That is the question which I shall endeavour to answer in the present article.

The powers conferred by the Education Act of 1918 are very wide, and are sufficient to cover almost every desirable form of educational activity, if only the necessary funds are forthcoming, and the Board of Education and the local authorities can be induced to realise the urgency of it. These "ifs" at the present time clearly involve very large assumptions; for, in face of a Board of Education completely dominated by the Treasury, which refuses to sanction additional educational expenditure, it is not possible for the local education authorities to do very much, even if they have the will. Any large programme of adult educational work will clearly cost money, and it will need a struggle with the whole organised power of Labour and educational opinion behind it to secure the granting of this money from public sources. It is true that the sum involved is, in comparison with the amounts spent on other forms of educational work, quite insignificant; but in view of the tiny sums which are all that it has been able to secure for adult educational work in the past, it does not seem probable that even the small amounts required will be easy to get. The chance of getting them at all, however, clearly depends on having a well thought out programme, with a real and effective demand behind it. Labour is more and more turning its mind to the formulation of such a programme. The Workers' Educational Association last year issued under the title "Adult Education" an excellent memorandum outlining a scheme for the application of public funds to working-class education in accordance with the report of the Adult Education Committee. Since then, an important committee representing a number of the large trade unions has been in session, and has worked out a detailed scheme for submission to this year's Trades Union Congress. The forces on the Labour side are therefore already being mobilised, and it is already possible to see what are the general lines which the Labour movement will take.

If we want adult education on a considerable scale, it is clearly impossible to expect either the workers themselves, or the working-class organisations, to bear the cost. Education is necessarily an expensive business; and the cost of widespread educational activity would be prohibitive, even to-day, despite the extraordinarily low salaries or honoraria paid to most of the teachers concerned in adult educational work. There can, therefore, be no considerable development unless aid is freely given out of public funds. The principle which is advocated by the Labour bodies is that the cost of the organising work and of the actual conducting of certain forms of educational activity for which no public grants are expected should be borne by the Labour movement, and by voluntary organisations concerned in the providing of education, while the actual cost of tuition,

including travelling expenses and similar administrative costs, should be borne out of public funds.

Under the Education Act of 1918, it is the duty of every local educational authority to prepare a comprehensive scheme of educational provision for the needs of its area. Every such scheme ought to include a definite section dealing with the provision contemplated in respect of adult education. This is the first step towards securing a general recognition all over the country that adult education forms an integral part of our public educational system.

But it is manifestly impossible and undesirable to conduct adult educational work under the conditions which apply to either elementary or secondary schools. This is especially the case with working-class education; for the working-class student will only accept publicly provided educational facilities if he feels that the sort of education which is being offered, and the purposes of the education, are to the greatest possible extent under his own control or under the control of organisations which he regards as capable of representing his point of view. This does not mean that he wants, as a rule, any particular form of sectarian training. He wants to feel that it is *his* education controlled by someone whom he trusts, and not a kind of education which is being offered to him by his "social superiors" for propagandist purposes of their own.

In order to satisfy this desire, the Workers' Educational Association and other working-class educational bodies have always laid great stress on the principle of self-government in the class, and of the absence of interference with the organisation and methods of teaching by any outside body, even where it is responsible for a considerable proportion of the cost. The whole purpose of adult educational work is defeated as soon as there is any such interference. The public authorities have, of course, the right, before they pay out money in support of any particular piece of educational work, to assure themselves that the work done is of the required standard of efficiency; but, if this requirement is met, their concern in the matter ought to end there. They can, moreover, largely adopt the method of assuring themselves of the standard of the work done by using as their intermediary the voluntary body to which the whole work of organising the demand for classes ought at all times to be left. The existing tutorial classes and one year classes form the models for the sort of work that is required on a greatly extended scale. At present, although local authorities have given assistance in a number of instances, the development of classes has taken place mainly through the co-operation of the Workers' Educational Association and the Universities. It is, however, no longer possible to look to this form of classes as the principal source of provision in the future. We need an infinitely greater number of classes than the University can possibly supply, and the next step is to utilise the experience which has been gained in the tutorial classes in the past, in order to bring the local education authorities effectively into the field as agencies for adult working-class education.

The Adult Education Report proposed that local education authorities, working in groups of two in the



majority of cases, should form special Joint Adult Education Committees, which would be co-ordinated closely with committees representing the whole of the voluntary organisations organising adult educational work in their area. Under the auspices of these joint bodies, as many classes as possible would be set up, the standard being as nearly as possible to that already attained in the the three year University tutorial classes and in the more advanced type of one year classes now conducted under the auspices of the Workers' Educational Association. It is essential in setting up classes of this type that the local educational authorities should get away from the idea that tutorial provision can adequately be made merely by using any chance teacher who is willing to eke out his normal teaching income by taking an additional class as "nightwork." Quite special qualifications are required for taking classes of this sort, and, while there may be many teachers who possess these qualifications, the work of taking them cannot be simply added on to a full day's work in some other post.

The local education authorities must make up their minds to pay adequately the teachers who are to undertake this work. At present most Universities pay the sum of £80 a class per year for the three year tutorial classes, with smaller sums for one year classes. These standards represent the absolute minimum scale below which no authority ought to be allowed to go. It should be pointed out that this sum of £80 was, at least in the case of one University, already in operation as a recognised minimum standard before the war.

A big development of classes on these lines, under the joint auspices of some working-class organisation and the local educational authority, ought to be possible in every important industrial area, and there is already abundant experience to indicate that there would be an effective demand for a very large number of classes, conducted, of course, on rather different lines, in rural areas. If such a development took place the problem of bringing the University to the working man's door would largely have been solved. However greatly the working-class colleges on a residential basis may develop, they can only cover at most a tiny fraction of the whole working-class population, and the great majority of those who would derive most advantage from adult educational work are unable, owing to family or industrial ties and responsibilities, to take advantage of the facilities which they offer. If there is to be any wide-spread educational development among the adult workers, this must be achieved not by asking them to come to some recognised educational centre, but by bringing the education to them and placing it conveniently as near their work as possible. This is what the tutorial class movement has done on a small scale so successfully in the past, and this it is that any new scheme of educational development based on the Adult Educational Report must accomplish in future.

With a number of classes running in a town of considerable size, a further development would become possible. The centre can often best be placed, where there is room, in the Central Public Library, which could be provided with workrooms and a good reference library attached. It is not often realised to what an extent the study of the working-class student is hampered by the lack of facilities at home for reading and writing. Such a centre would more and more, as the movement

grew, become a sort of working-class college, round which the whole adult educational activity of the area would be centred. In addition to regular classes, special lectures and courses of study could be organised, and practical work undertaken, and the institution on lines similar to those of the London School of Economics and Political Science, but covering a wider range of subjects and far more closely in touch with the working-class movement, could be developed in every town. There is an immense field open for local research into the records of the past history of large towns as well as for civic survey of the present, and the development of such work as a part of the adult educational system would have precisely the social and civic effects which the Adult Education Committee recognise as consistent with the central driving-force of the whole movement. Doubtless any such complete system will have to develop gradually, but there can be no doubt that the working-class demand for education is far more widespread and insistent now than it has been at any previous time, and that it is more than ever based on organised working-class educational effort. The only thing that is preventing its extension over an infinitely wider field than is now covered is lack of the funds which are indispensable for the purpose. The trade unions, I believe, are willing to put considerable sums aside for educational work. Two trade unions, I know, have recently decided to set aside sums of £2,000 in each case for educational work during the present year, and the trade unions represented on the committee which I mentioned at the beginning of this article are contemplating expenditure on a similar scale.

The Education Act, which has authorised the preparation of schemes, and at the same time removed all statutory limits on the expenditure of the local authorities in respect of higher education, has conferred the necessary legislative powers. It remains to see that the Treasury and the Board of Education shall be prepared to give to the local authorities the assurance of the financial support which is necessary before the latter can be persuaded to use the new powers which they have acquired. To this end, considerable pressure by all who believe in education, and by the whole organised Labour movement, should be directed. In securing the Act of 1918, imperfect as it was, educational opinion showed that it was capable of effectively mobilising itself and of exercising a real influence upon the educational policy of the Government. That opinion must be roused again to-day, not only in order to defeat the short-sighted "economy" of the politicians, but in order to bring about the big development contemplated by the Adult Education Committee. The workers are ready and waiting for education: and the Labour movement is rapidly waking up to a sense of its responsibilities. The time is ripe, in fact, for an intensive campaign in support of the proposals which are indispensable if the democracy is to be capable of confronting the unprecedentedly difficult problems ahead of it.

NOTE.—Reference should be made to the Report of the Adult Education Committee, or to an exceedingly useful summary of it, by Arthur Greenwood, under the title "The Education of the Citizen" (Workers' Educational Association, 16, Harpur Street, W.C. 1. Price 6d.), and also to the "Recommendations on Adult Education," published by the W.E.A.

## "I WILL GIVE UNTO THIS LAST."

BY D. N. DAGLISH.

"THERE'S Freda," said Freda's mother, breaking off in the already disjointed middle of a condemnation of a vague profiteer, or profiteers, unknown. She felt distinctly aggrieved, having been engaged in prayer to the gods of transport that her amazing daughter's tube or 'bus would suffer some temporary and harmless accident. Freda always chose her Aunt Bertha as a promising body on which to practise experiments in shocks, and even the presence of her juvenile cousin Kathleen might be powerless to restrain her from painful remarks. This unnatural niece was young and much given to economics; she also had chosen, and astonishingly loved, continuation school teaching.

The first fact which impressed itself on Freda as she sat down in the warm drawing-room was her cousin's presence. Kathleen was a hefty child or a young Amazon, according to the spectator's vocabulary. She was marvellously healthy and tranquil, and very well content with herself on this first day of her holidays. She wore emphatically good, plain clothes of pale blue tweed and a silk shirt "of decent cut," as they say in "The Young Visitors"; she had a faultless complexion and a heavy flaxen pigtail. In the high school of her native suburb she did her best, as a prefect, to administer even-handed justice and to be a dependable left back on the hockey-field; and in a couple of years, did her dull but quite conscientious essays succeed, she would proceed to Girton.

Aunt Bertha had warily and secretly attempted to assume shock-proof armour at the sight of her outrageous niece. This was their first meeting since Freda's present appointment had come about, and she bitterly regretted that the virtuous little eulogy on the teacher's profession, which would have risen so becomingly to her lips had this young fanatic been satisfied with instructing a few hundred Kathleens, had to be stored away for some less anxious occasion.

"You look tired, Freda"—an obvious truth. "I am sure you must find that class of girl very trying. Several of them fought—simply fought—their way into my 'bus the other night at Oxford Circus. Their manners were perfectly deplorable."

Freda suddenly found herself gazing at her placid cousin, and struggling against a ridiculous, elemental desire to slap her pink and white cheeks. She certainly was very tired . . . but a good read at something happy would make it all right. Still this insane animosity against Kathleen, against all the sixteen-year-old treasures she had amassed, against her prospective Christmas theatres, her books and her bicycle, increased horribly and—as she knew all the time—in sheer perverse opposition to the will of reason. It was all so futile and silly. What had this harmless kid—who, for her part, vaguely respected her cousin, having heard more than one censorious attack on her—to do with democracy? . . . She wished her aunt would stop talking. Either 'flu or world-weariness must be creeping over her; and in any case this was a tale she had heard so often before, and would hear again.

"Personally I can't see what those people want with so much education . . . in these days when a girl of eighteen expects £36 . . . and pianos, my dear." . . .

This was such an old fallacy, like most arguments. That particular piano was out of tune long ago, its "innards" nibbled away by proletarian mice. Freda wanted to ask in the words of the poet what and where was truth, but she felt that there was no point in a one-sided discussion. Her collisions with her aunt, or any of the spiritual relations of that lady, always left her contemplating the picture of Alice's meeting with the Duchess. ("Thinking again?" said the Duchess. "I've a right to think," said Alice sharply. "About as much right as pigs have to fly," was the Duchess' answer.)

But as Aunt Bertha drew to a close—her invariable conclusion being the triumph of presenting to her audience a working-class who contemptuously rejected the benevolence of one Fisher—Freda found herself protesting that (a) men thought they could dispense with education much as they once imagined drains to be luxuries. (b) After a day of sewing on hooks and eyes among the trivial or vulgar gossip of a stuffy workroom, young persons were not likely to possess the inward calm which produced demure propriety. (c) That she had already, in five weeks, discovered voluntary appreciation of "Hilda Lessways," Wordsworth's King's College Sonnet, and much Kipling and Newbolt. More than this, she felt, would be a very bad stratagem, and might even have the lamentable result of turning the conversation Moscow-wards, via Mrs. Sheridan.

\* \* \*

Florrie Simpson lived in a turning off the Old Kent Road, in a terrace of cottages which tried to remember the rural shades of that former Peckham which had shown no enthusiasm for bathrooms or moderately high ceilings. It was small wonder that a mental study of Florrie, framed alongside one of her cousin, should leave Freda tired; it filled one's mind with such appalling thoughts, such repulsive visions of one very primitive, primal bond of sheer animal resemblance. That seemed all that one could sincerely assert of the two girls. Every other separate accident of mind and bearing, of speech and clothing, was so obviously a mere invention of society's devising that it left one defenceless, and ashamed of the indecency of truth.

Florrie was never at peace; disinherited of Kathleen's well-planned outlets for health and spirits, she was necessarily "jumpy," noisy and outspoken. She mocked openly at what was staid. Kathleen's immaculate clothes would have seemed a monastic trousseau to her emotional, fickle little mind that longed for silk "undies" and blouses of jade and tangerine.

On the night of Freda's collision with her aunt, Florrie—a restless, thin young creature with a velvet tammy over one eye and a precious, borrowed "Freckles" under one arm—stepped into a house crammed with the practical and theoretical after-results of a washing-day. Bobby, aged seven, was enacting a drama which featured one train and a decrepit, broad-bodied steed in the tiny hall. Her elder sister, that moment free from a cashier's desk, was preparing herself a meal and shrilly crying for

someone to attend to Mr. Simpson's boiling supper. Mother, eager to escape from the tub to some slight chance of gossip and tales of married misadventure, was shopping; Ellen, aged twelve, was disporting herself, with various young friends, in some game whose mysterious ceremony demanded much banging and opening of the front door. Florrie stopped a second to threaten her with vengeance before she climbed the dark stair to the room she shared with the offender. Squeezing her way among familiar obstacles, she lit a candle, flung off her things and suddenly stopped to open a drawer that held her chief artistic treasure. This was an aged calendar representing a dimpled and coy maiden in palest pink who appeared to be receiving a 'phone message with uncontrollable mirth, sitting against a background of delightful chintz curtains. This—saved after much thought and some self-sacrifice (for its perpetual presence was sweet) from the dusty death of hanging on a wall—was some type of "magic casement" to Florrie, and had been so for nearly two years. Now she proposed to append to it, in her most finished printing, a fragment from Freda's reading of that afternoon which she had hastily scribbled on an envelope and thrust into her pocket. It conveyed little to her beyond a glorious consciousness of rhythm that she could not have defined.

She rushed down to the parlour, clutching the picture and a prodigal sheet of her best and real note-paper, smoothed out the crumpled envelope and read, with peering eyes,

Yet this inconstancy is such  
As thou, too, shalt adore;  
I could not love thee, dear, so much,  
Loved I not honour more.

"Edie, how d'you spell 'inconstancy'? And d'you know 'xactly what it means?"

"Oh, buck up, young Flo, and come and look after this cheese for your father. You know I promised to be ready for Alf at twenty past. What're you up to? Writing a dictionary?"

Florrie did not answer. She was indeed in search of that useful volume. Somehow this verse, which stirred her heart like a trumpet, was going to be copied out that night, in spite of all domestic trials. She dipped her pen in the ink

"... like some watcher of the skies  
When a new planet swims into his ken."

\* \* \*

So for one night Freda was repaid.

Messrs. W. Heffer and Sons, Ltd., Cambridge, have in the press a volume entitled "How to Teach French Phonetics" (lessons, exercises, and drills for class use), by Bateman and Thornton.

This book, which deals in detail with the teaching of French phonetics in the classroom, will meet a long-felt want. Concise and practical in form, it is a book for teachers written by teachers. The lessons are worked out in detail. The exercises, which are very numerous, are based on a principle of variety, ten minutes being the average length of each exercise. The drills, a systematised series of exercises in combined vowel and consonant sounds, are published separately for class use. The final section of the book introduces the pupils to the reading and writing of continuous phonetic texts.

## "THE WHIRLIGIG OF TIME."

BY DAVID SALMON,

Principal, Swansea Training College.

The Church, which now desires or demands for its teachers of religion what it calls "the right of entry," once opposed passionately (and successfully) the granting of that right to Dissenting teachers, and the practical objections to it are as great now as when the Archbishop of Canterbury adduced them in 1839.

From 1832 to 1838 the small grants made towards the cost of building schools had been administered by the Treasury, but on April 10th, 1839, the "Committee of Council" was appointed "to superintend the application of any sums voted by Parliament for the purpose of promoting public education." Three days later this committee placed on record for its future guidance a scheme "to found a school in which candidates for the office of teacher in schools for the poorer classes" might "acquire the knowledge necessary to the exercise of their future profession and" might "be practised in the most approved methods of religious and moral training and instruction: this school to include a model school in which children of all ages from three to fourteen" might "be taught and trained."

In the model school the religious instruction was "to be considered as general and special." Considered generally, religion was "to be combined with the whole matter of instruction, and to regulate the entire system of discipline. Considered specially, periods were "to be set apart for such peculiar doctrinal instruction" as might be required. The religious instruction of children whose parents or guardians belonged to the Church of England was to be conducted by a chaplain. Dissenting parents or guardians were "to be permitted to secure the attendance" of their own licensed ministers "at the period appointed for special religious instruction in order to give such instruction apart." The Scriptures were to be read daily, Roman Catholic parents or guardians being allowed to demand that their own version should be used. In the normal school the regulations respecting religious instruction were to be, *mutatis mutandis*, the same.

The action of the Government seems to have attracted little attention from the Dissenters, but it evoked from the Church an opposition the vehemence of which is now almost as hard to realise as to understand. There were great public meetings and hostile resolutions in both Houses of Parliament. In the House of Lords, Howley, the Archbishop of Canterbury, proposed a series of six condemning the Committee of Council and all its works—past, present, and future. The fifth declared that the scheme for model and normal schools was "open to grave objection with reference to the arrangements for the religious instruction of children." Speaking in support of this resolution the Archbishop said:

"Their lordships must at once feel how great would be the confusion introduced into the schools proposed to be established if the religious teachers of various denominations were to be admitted. What confusion would such a system produce in the minds of the children themselves! It was essential to the teaching of religion that it should be taught with authority."

## IN HARDYLAND.

"EGDON HEATH" AND "RAINBARROW." BY HENRY HARDING.

To make an acquaintance with the locality which the genius of the great Wessex novelist has rendered so famous, one cannot do better than fix upon Dorchester as a centre. Hardly half an hour's walk from the dainty little Town Hall of the county town will enable the Hardy admirer to reach that strange and interesting track of country that stretches from beyond Wimborne and Poole in the East to Dorchester on the west, and which Thomas Hardy has made the scene of his tragic and powerfully written story, "The Return of the Native."

"Egdon Heath" can be reached by two interesting routes. It can be approached by taking the high road to London for a distance of about a mile, and then branching off to the right down a charming Dorset lane, delightful to those who love the green pageantry of nature, which here, as in many other Dorset lanes, is exhibited to full advantage. Passing along this finely-wooded by-road, and skirting the twin villages of Stinsford and Bockhampton—the "Mellstock" of "Under the Greenwood Tree"—on the right, one soon sets foot upon the Heath.

The other route is more roundabout, but more interesting. Leaving Dorchester by the Wareham road, one has the advantage of passing the residence of the renowned novelist, "Max Gate." It is pleasantly situated. A dense growth of trees and a high wall hide it from the view of the "madding crowd," but the site is well chosen. The Valley of the Frome, with glimpses of the heath country beyond, lies on one side; on the other are the rolling downs that look toward the sea. Close to "Max Gate" is a large barrow, one of those relics of prehistoric times which are to be found all over the surface of Dorset. Mr. Hardy states that seven can be seen from his house.

By taking the road to the pleasant little village of West Stafford one is quickly brought into the heart of Hardyland.

Two fine old rectories possessing literary associations apart from those that cluster round the name of Thomas Hardy lie about a mile apart, and deserve a passing notice. The one in front of the observer is West Stafford Rectory, which is associated with the name of the late Mr. Bosworth Smith, the biographer of Lord Lawrence, and a *littérateur* of no mean repute. The other on the right, and hidden almost by a cluster of trees, is Winterborne Came Rectory. Here the Dorset poet, William Barnes, was rector, and here he died. The rectory is a most unpretentious little dwelling, lacking in dignity what it makes up for in homeliness.

A very short walk takes the traveller to Lower Brockhampton. Here is the bend in the road across which Angel Clare carried Tess and her companions when the lane was flooded. "Mellstock" is redolent of "Under the Greenwood Tree." Here Dick Dewy lived, and at the village school house lived sweet Fancy Day. Passing over a mellow-aged, three-arched bridge, and striking across the fields by a footpath on the right, the Valley of the Great Dairies is reached. Eight can be counted within the radius of a mile or so. Proceeding across these fields, so reminiscent of Tess and Angel Clare, and of those idyllic days of butter making, cheese making and love making, if the tourist leaves these fertile meads and bends his steps in another direction

for about a mile, he will come to "Egdon Heath," that vast tract of unenclosed wild, that wild uncultivated stretch of country upon whose surface the onward roll of the ages have wrought no change. It was a wild moorland centuries ago; it is a wild moorland still! It is not, however, destitute of attractiveness. Its general aspect may be forbidding, its surface oft-times shrivelled with thirst and oft-times parched with drought, but it nevertheless possesses a curious and indefinable charm to those who can appreciate nature in her untamable mood. Its barrenness and its beauty can be seen; its awe, its separate and peculiar solitude, its immense antiquity can be felt. All this impresses as well as fascinates the beholder.

Striking a direct line across the heath, an eminence stands out conspicuously amid a wealth of heather and bracken. This is "Rainbarrow." Ascending the tumulus and gazing around, a magnificent view presents itself to the eye. In one direction one can catch just a glimpse of Southampton Water and the Isle of Wight; looking westwards can be clearly discerned the notable landmark on Black Down—the monument to the Dorset worthy, Admiral Hardy, Nelson's friend; and in the plain below, and stretching away as far as the eye can see, is the region so powerfully presented in "The Return of the Native."

It was upon this eminence that the bonfire was lighted on the 5th November by the lonely dwellers of the heath, and readers of the story will remember the wonderful pen-picture that Thomas Hardy gives us of that incident. From its summit one can clearly see, not more than a mile away, another place incident of the same story, "The Quiet Woman," a rustic inn with its face towards "Rainbarrow," and a small but deep stream at the back. As the eye rests upon it there arises memories of Damen Wildevé and his love entanglements with dark-eyed Eustacia Vye. Farther away, but clearly discernable, is the "Talbothayes Dairy," under whose hospitable roof Tess experienced her only spell of brief happiness. It is a fine old farmhouse, delightfully situated amid the level valley of the Frome, with its humid and fertile meads. The route of the legendary coach of the D'Urberville family, with its tragical associations—as referred to in "Tess of the D'Urbervilles," can be located, as can also "Shadwater Weir," the last resting place of disillusioned and disappointed Eustacia Vye.

"Rainbarrow" is not only enshrined in the pages of fiction, but it also has a place in history. Upon it was erected a beacon at the time when the Napoleonic invasion loomed very largely in the minds and imaginations of Dorset folk, and certainly the site was well chosen. The beacon has disappeared long ago, but Mr. Hardy himself states that he well remembers it in his boyhood days.

One is not surprised to know that this spot, and indeed the whole locality of which it forms a part is a favourite one with the great novelist. It is all familiar ground to him. He knows it as no one else knows it; not only its contour, but its history, its traditions, ay! its very spirit. No one but he could write thus of it: "It is," he says, "a place perfectly accordant with man's nature—neither ghastly, hateful or ugly; neither

commonplace, unmeaning, or tame; but like man, slighted and enduring, and withal singularly colossal and mysterious in its swarthy monotony. As with some persons who have long lived apart, solitude seemed to look out of its countenance. It had a long face, suggesting tragical possibilities." Yes, to the distinguished novelist, "Egdon Heath" has a peculiar charm, at all times and at all seasons. He has observed and studied it under the fierce glare of the mid-day sun, and under the serene light of the mid-night stars, in the warm hues of its summer garb and in the cold aspect of its winter drapery.

If a diligent search be made among the mass of heather that covers the hill, a few scattered portions of the bricks that once composed the beacon of a century ago can be picked up and carried away as mementoes of the visit to this fascinating locality.

How delightfully fresh and strong the air blows upon "Rainbarrow." This is indeed the place for the jaded town-worker as well as for the Hardy enthusiast. To stand upon "Rainbarrow" and to face the wind that blows across the heath is to feel a sense of real exhilaration and delight.

One would fain linger upon this most interesting place, but time forbids.

The return journey can be rendered delightful by finding the track across the heath leading to Little Bockhampton, when a charming little thatched cottage on the confines of the heath soon comes to view. This is the birthplace of Thomas Hardy.

Leaving this picturesque and old-world spot, a short walk leads again to Lower Bockhampton, and a little longer walk to Dorchester, the "Mecca" of Mr. Hardy's admirers, and the "Casterbridge" of his novels.

#### Education in the Army.

The special courses of instruction carried out during the last two years at the Schools of Education at Newmarket and Shorncliffe are now being put on a permanent footing for the Regular Army. The purpose of these schools is to train officers, warrant officers and N.C.O.'s for service in Army education. The aims of educational training in the Army are (1) to develop the training faculties of officers and N.C.O.'s; (2) to continue the general education of the soldier with a view to improving him as a subject for military training and as a citizen of the Empire; (3) to enhance the prospects of remunerative employment of the soldier on his return to civil life; and (4) to fulfil the obligation of the State to the children of serving soldiers. Owing, however, to the large number of recruits in the Army at the present moment and to the backward condition educationally of many of them, the pressing need for the moment is to assist men to get a Second Class Army Certificate of Education as a stepping stone towards the higher aims already mentioned. The duration of each course will be ten weeks, and their purpose for the present will be the equip officers, warrant officers, and N.C.O.'s for providing their men, according to the most approved methods, with the instruction necessary for the Second Class Army Certificate of Education.

All the students at each school will be required to attend the classes in English, elementary mathematics and imperial history, geography and citizenship; but otherwise there will be a variety of alternative courses. At Newmarket these courses will include French, handicraft, carpentry, science, elementary commerce, commercial arithmetic, and book-keeping; while at Shorncliffe there will be classes in languages (French, German, Russian, Italian or Spanish), elements of practical agriculture, elements of mechanics, electricity and magnetism, building construction and handicraft, elements of business training, commerce and accountancy, book-keeping, and commercial arithmetic.

#### CHRONICLE OF EDUCATION.

- Feb. 25—Inauguration of the new premises of the *Institut Français* at Cromwell Gardens. Address by the French Ambassador.
- Feb. 25—Joint meeting of Associations of Demonstration Schools and Training Colleges. Address by Dr. P. B. Ballard: "English as she is taught."
- Feb. 25—Meeting of the London Teachers' Association at the Memorial Hall. Dr. William Brown on "Psycho-Analysis and Education"; Chairman: Mr. W. Sharman.
- Feb. 28—Sir Robert Blair addressed a gathering of Day Continuation School teachers.
- Feb. 28—Annual meeting of Representative Managers of London Elementary Schools. President: Lord Haldane. Mr. Sidney Webb on "The waste of our present failure to educate."
- Mar. 1—Letter from Mr. H. A. L. Fisher, criticising the closing of the continuation schools, read to the Birmingham City Council and referred to the Education Committee.
- Mar. 4, 5—Annual Conference of the Association of Technical Institutions. Lord Burnham delivered his presidential address.
- Mar. 7—Meeting of the Victoria Institute. The Headmaster of Westminster School on "Public School Education."
- Mar. 11—Lord Curzon, Chancellor of Oxford University, presided in Convocation. Degree of D.C.L. conferred by diploma on the Queen.
- Mar. 11—Meeting of Association of Teachers of Drawing in Primary and Central Schools. Lecture by Miss M. Mackenzie: "The Influence of Contemporary Art on Education."
- Mar. 11—Mr. Guy Kendall, M.A., Headmaster of University College School, delivered to the Teachers' Guild, London Centre, his presidential address on "Standardised Education."
- Mar. 14.—Mass meeting at the Royal Victoria Hall Theatre to discuss the situation arising from the auditor's refusal to allow expenditure for visits of children from primary schools to Shakespeare performances.
- Mar. 14-19—Education week at Northampton.
- Mar. 16—The County Councils Association considered a critical memorandum dealing with the seventh report of the Select Committee on National Expenditure.
- Mar. 16—The maintenance estimates amounting to fifteen and a half millions were submitted to the Education Committee.
- Mar. 16—Lecture at Halsey Training College by Mr. A. Robertson on "Musical Appreciation in the Schools with the help of the Gramophone."
- Mar. 18—Meeting of friends of the Residential College for Working Women. Chairman: Mr. E. Barker. Speakers: Mr. A. Mansbridge and Miss A. Street.
- Mar. 22—Meeting at the Town Hall, Croydon, of the Adult Non-vocational Education Committee.

#### Some Appointments.

Sir Alfred Dale, LL.D., late Vice-Chancellor of Liverpool University, as Chairman of the Secondary School Examinations Council, vice the Bishop of Manchester, resigned.

Colonel I. Curtis, M.A., as Educational Adviser; Capt. B. M. Sissons, B.A., as Assistant Educational Adviser, to the Royal Air Force.

Mr. J. S. Davis as Secretary for Education under the Norfolk Education Committee.

Miss H. L. Rowell, headmistress of the High School, Truro, as Principal of St. Peter's College, Peterborough.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### II.—Leonidas of Tarentum (fl. 280 B.C.).

To Leonidas of Tarentum one hundred and eighteen poems in the Greek Anthology are assigned. But this total is considerably larger than it should be, and about twenty of these pieces are almost certainly not his. As happens curiously so often in the Anthology there is another poet bearing the same name, a certain Julius Leonidas of Alexandria, and to him several of the epigrams now attributed to Leonidas of Tarentum should be given. There is no great difficulty in fixing the authorship, for the two men are of completely different character. Leonidas of Alexandria is a good specimen of the decadent Greek of the early Roman Empire, a client and flatterer of Nero, Poppœa, and Agrippina, who hoped to win fame as a composer of "Isopsepha," that particularly futile form of Greek poetry where the letters of the words composing each couplet amount numerically always to the same total. He has a pretty wit, which he exercises in writing verses on people's noses, in satirizing musicians and painters, and in making fun of that perennial subject, the old husband married to the young wife. But he is always a trifler, and when he attempts to be serious he is artificial: he is, in fact, the exact antithesis of his namesake.

The Tarentine poet, on the other hand, is one of the most striking figures in ancient literature, and his importance is not to be measured solely by the epigrams that bear his name. His influence both on Theocritus and the young Virgil is very great, while in the Anthology itself he is of all authors the favourite model for imitation, and the frank simplicity of his verse is parodied, often with somewhat strange effect, by writers as sophisticated as the last of the Byzantines.

#### Spring Song.

Now 'tis time for ships to sail,  
Swallows, swallows on the wing;  
Gently blows the western gale,  
Swallows twittering.  
Grass grows green on every lea,  
In the meadows daisies peep,  
And the sullen winter sea  
Sinks to tranquil sleep.  
Heave the anchor, loose the sheet,  
Hoist away, boys, hoist away,  
Let the breeze her canvas meet  
As she clears the bay.  
From the harbour where I stand,  
Mariners, O mariners,  
I, Priapus, give command,  
Sail and have no fears. A.P. x. 1.

#### A Winter Storm.

At night the cattle homeward came  
Untended through the driving snow,  
In eager haste to leave the hill  
And reach the byre below.  
But ah! their herdsman came not home,  
Asleep beneath the oak he lay;  
A lightning bolt from heaven fell  
And stole his life away. A.P. vii. 173.

#### The Rustic Venus.

O goddess of life's secret hour  
Accept the gifts a wanderer makes;  
A poor man I, who have no flour  
These olives stored, these oaten cakes.  
And ere I drink my liquor up  
Take this libation from my cup.  
To thee five purple grapes I bring,  
To thee these tender figs belong,  
And ever I thy praise will sing  
For thou hast made me hale and strong.  
And if from want thou wilt keep me free  
I'll find a goat to slay to thee. A.P. vi. 300.

#### A Child's Offering.

This noiseless ball and top so round  
This rattle with its lively sound,  
These bones wherewith he loved to play,  
Companions of his childhood's day;  
To Hermes, if the god they please,  
An offering from Philocles. A.P. vi. 309.

#### On the Road.

I tramp the roads and wander far,  
Yet know not want and know not care;  
Flat stones for kneading trough I take  
And make myself an oaten cake.  
Some mint or thyme serves me for meat,  
Or lump of rock-salt, bitter-sweet;  
And o'er my head a well thatched barn  
With fire of sticks to keep me warm.  
A.P. vii. 736.

#### Remembrance.

Ye shepherds who upon the mountains roam,  
And drive your sheep and goats from pasture home,  
By earth I pray you and the maid below  
This little service to my grave bestow:  
Bring close your flocks and let me hear the bleat,  
While shepherds pipe upon my tombstone seat;  
And lift the udder of some nursing ewe  
And let the milky stream my tomb bedew.  
Then in the spring let village children take  
A wreath of flowers and to me offering make.  
Do this, and then!—for though the dead be gone  
They know full well to pay for favours done.  
A.P. vii. 657.

#### Finis.

Far, far away is Italy  
And far Tarentum dear;  
O thought more sad than death itself,  
I lie a stranger here.  
Such is the life of wanderers,  
A life of toil and strain;  
And yet the Muses' love has brought  
Some sweetness to my pain.  
"Leonidas, Leonidas,"  
That name they'll ne'er forget;  
The Muses' gifts shall spread my fame  
Till every sun be set. A.P. vii. 715.



## A FRAGMENT.

BY C. W. P. ROGERS.

THIS morning I walked along the Icknield Way: not where it has been modernised and macadamised, but where the ruts between the coarse grass and scattered wild-flowers still disclose the gleaming ribs of its chalk bed. There is, I suppose, something about these remains that leads the mind insensibly into the past. Otherwise, I know not why my thoughts were persistently of you, and especially of the time, some seventeen years ago, when first I came to you to help in the game of schoolmastering. Not very ancient history, you may say. Yet it is the Neolithic Period of my own life.

I was young in years, you may remember, and very, very young in experience of men and things. The chief sign of my youth (I see it now) was that I thought myself so wondrous old. Did you know what my nickname was among my friends in the town? "Peter Pan"—the boy that wouldn't grow up. But greater even than my youth was my ignorance; ignorance of my job, I mean. Now that I know what schoolmastering really is, I shudder to think of the casual way in which most of us enter upon it. We shouldn't think of setting a boy who wished to become a carpenter in front of a lump of mahogany and saying, "Make me a sideboard." He must serve years of apprenticeship before he is regarded as a competent workman. The solicitor, the architect, the engineer, have to serve their articles. The medical students walk his hospital. But the youngster fresh from the 'Varsity is set down before a form of boys, and is expected to turn them out scholars and men by the light of his own uninstructed intelligence. How calmly and gaily we enter upon the business! It is, I suppose, a good thing that we do not then realise the possible pitfalls that await us, but face with confidence each difficulty as it crops up. The wonder to me is that so many of us survive.

In one way it seems absurd to think that it is seventeen years, for all those days seem so near and stand out so clearly in my mind. Their memory never leaves me. They form a sort of golden background to my life. I need no photographs. Every nook, every face, is as sharp and clear as the objects in the room where I now write. Whether my visual memory is of abnormal intensity I do not know. But I thank God it is what it is. I can literally see every inch of ground and building, inside and out. And although I have been away from it for nine years, I do not exaggerate when I say that I could give with the most meticulous detail a thousand incidents of my life there as though they had taken place this afternoon. It is a divine gift. Perhaps the element that contributes most to my happiness when I am alone with hills and moor and sea is the absolute certainty of knowledge that years hence I shall be able to retrace at will every single step, see every change of view, of light and shade, feel the sun's glow or the bite of the wind, hear every sound that joined in the harmony of the day, and smell every scent of farm or new-turned earth or ocean breeze. With me these are no mere suggestion or diffused atmosphere, but so startlingly vivid and richly detailed that reality and memory are as alike as this season's foliage upon the trees is like last year's. So I live just where I will, whenever I will, for as long as I will: although my landlord, the Inland Revenue

authorities, and rate-collector persist in regarding me as in continuous possession of ———, ———. But they are dull, unspiritual folk.

. At the same time the thought that seventeen years have gone since I came to you has an element of awe about it. It seems such a lump out of life. And somehow one seems to do so very little in the time. I remember your once writing to me and ending your letter with "Good-night, you bundle of effective enthusiasm." I have thought often upon that: not, let me add at once, to my self-gratification. "Effective"—I wonder. In our profession there is so little tangible that one can point to and say, "There, that is *my* work. I am responsible for that." To have built a bridge, designed a noble piece of architecture, opened up a new country, written a book that changed the current of men's thoughts, originated a social movement, conducted a campaign, made a scientific discovery that marked a great advance in man's progress, invented a machine to make labour less arduous and more productive, helped to control the political destinies of a people—would be to have *done* something. But in our case, we live in an atmosphere of *effort*; rarely is there the consciousness of achievement. The work must be its own reward. All we can do is to hope humbly that somewhere the seed is springing up into life and a manifold fruitage. . . . Yet perhaps we may go a little further, and *believe* that our labour is not in vain. And in such a faith we may well be content.

### Royal Air Force: Appointment of Educational Advisers.

The Air Ministry has appointed Colonel I. Curtis, M.A. (Cantab.) to be Educational Adviser, and Captain B. H. Sisson, B.A. (Cantab.) to be Assistant Educational Adviser to the Royal Air Force.

Colonel Curtis, the first holder of the post of Educational Adviser, is an Associate member, Institute of Mechanical Engineers. He has wide educational experience, having served on the staff of the City and Guilds Central Technical College, South Kensington, and of the Royal Naval Engineering College. Afterwards he occupied the position of Naval Instructor in the China and Mediterranean stations, being transferred in 1903 to the Admiralty as General Assistant to the Director of Naval Education. In 1909 he became Deputy Inspector of Naval Schools, a post he held until, on the formation of the Royal Air Force, he was loaned to the new service, being appointed later in the same year as Deputy Director of Education in the Air Ministry. Colonel Curtis has taken an active part in building up the scheme of education for the Air Force which he is now to supervise.

Captain B. H. Sisson, B.A. (Cantab.), was Ash Exhibitioner, Emanuel College, Cambridge, and was successful in the Mathematical Tripos, 1909. He has been mathematical and science master at Haileybury College, and has held various other educational appointments at home and abroad.

During the war he served in the Royal Flying Corps (1915-1917) and in the Royal Naval Air Service (1917-1918). In the latter period as Flight Commander he was Balloon Officer to the 1st Battle Cruiser Squadron, serving in H.M.S. *Lion*, and was mentioned in despatches. He has been engaged as a Staff Officer on educational duties at the Air Ministry during the past year.



## SCHOOLCRAFT.

### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### WHEN THE DRAWING BOOK GOES HOME.

Elsie A. Fielder.

It will be a great day for English children when their elders realise that it is impossible to do the best for young lives until there is real sympathy between parent and teacher. Educational writers are trying very hard to bring about this sympathy, but few parents will read an educational paper; it is an out of the way and wholly joyous thing when a teacher does hear of father and mother taking in such a paper regularly. It seems that the two parties must meet on an altogether public platform: perhaps the daily newspaper will serve this purpose some time in the future. The teachers feel it is almost their last hope, at any rate, for, beyond attending educational meetings a few times in the year, the parents do not come into much contact with their children's teachers or with educational problems and ideals. It is not the teacher alone who is to benefit by the parents' sympathy; but the advantage will be mutual, for a teacher can do much more for a child when he knows more of his home environment. The child will be immensely helped. He has to live in two places, the home and the school, and it will be well if their influence is similar instead of contradictory. Misunderstanding born of ignorance is responsible for most of the disastrous mistakes made for our children. Teachers can learn from parents, and parents from teachers.

As an example of the consequences of misunderstanding one might consider the matter of young children's drawings. When the drawing-book is taken home the child, especially if he is under ten years of age, is very proud and pleased with his work; he shows it at once to mother, and when father comes home it is the first concern put forward for his attention. Mother's admiration is usually forthcoming; she sees the child is delighted and she will not damp his pleasure in his work. She is probably busy and, still more probably, she will not think it worth while to listen to the artist's lengthy explanations of his pictures. Father is less sympathetic; he glances at them, says they are "wonderful," or "beautiful," whichever word comes to his tongue more easily, and goes off to his garden. Sometimes he says something which may sound funny to a listening grown-up, but which seems puzzling and really quite stupid to the little artist himself.

Both father and mother have lost a good opportunity of getting an insight into the child's mind. Those drawings are *full of meaning*. They are expressions of the development of the child's mind; they are revelations of the ideas he is gaining at school. Surely parents are interested. Is he showing clearer notions of things than he used to show? Is he learning what is important? What kind of things strike his fancy most?

In these days most young children are encouraged at school to do illustrative drawings of history, literature, geography; indeed, their books show very few drawings taken from the object and still fewer copies of other people's work. Those extraordinary looking drawings are true art, one must remember: they are expression work. The real purpose of drawing is expression. When a grown person remembers this he will find the illustrative drawing with its wrong perspective of far more interest than a rather better drawn picture of a vase, for instance, which the teacher has at some time put before the child to be copied and for the drawing of which she has given considerable direction.

Parents need not worry over the poor perspective; the child will criticise his work in a few years' time and he will ask for help; *then* will be the time for explanations and guidance. Ideas are the things to be looked for when studying children's work, not perfection of technique.

Not many months ago the mother of a boy of six years wrote an indignant letter to his teacher to say that she "was annoyed" when she looked at his finished drawing book to see a picture which was supposed to illustrate "The feeding of the five thousand." Such subjects were too sacred for children to draw, she contended, and please might her son never be allowed to illustrate Scripture any more. Oh, if she could have seen *all* the drawings of the class on that same subject! There were nice tidy multitudes, with hats and faces all alike; there were scattered flocks of people in different positions; there was always a central figure; there were distant hills and a sun in some pictures, and in one the people made a long row, while each person in the crowd had one loaf and one fish neatly set down before him! The teacher found opportunity for much psychological study in those drawings as she compared them. But best of all, the mothers ought to have watched the little serious faces of the children while they worked. They thought the drawings were perfectly beautiful. So they were. The eyes of that mother were misted with terrible grown-upism, that was the trouble. On receiving that letter the teacher thought at once "I wonder what she's said to the *child*! Has she shown she was shocked? If so, she has done him a mortal injury. His drawing will never be the same free, happy mode of expression again." She wrote a letter of explanation to the mother of the poor little artist, but she received no answer. Let us hope the parents understood the mistake.

#### AN ELEMENTARY LATIN LESSON.

K. Forbes Dunlop.

There comes a stage quite early in the study of Latin when the class, having mastered the first and second declension nouns, learns that "Like nouns in -er, so also the adjectives in -er, are declined (1) some like "Puer," (2) others like "magister."

How are the children to remember to which class the various adjectives in -er belong, without learning a list of unconnected words, parrot-fashion?

Now, some people contend that any foreign language should be learned orally by means of conversation in that tongue; but I have always found that the derivation of so many English words from the Latin causes so much interest among the younger children that it is wise to approach the Latin *via* English.

Remembering this, and anxious to inculcate the rule *re* the declension of adjectives in -er, I begin the lesson by telling a little incident *in English*. I proceed to write it on the board:

#### The Wretched Boy.

A little bare-footed boy was walking along a quiet road when he espied some *fruit-bearing* trees. He was just about to scramble through the hedge when he saw a fierce animal *with horns* making for him down the lane. The *wretched* boy began to run. His *tender* feet, *torn* by the *rough* road, hurt him, but he was *fortunate* in getting *free*.

Then I underline the words to which I wish to draw attention and underneath the story on the board I make three columns, and head them: "English word"; "Latin word"; "English word derived."

We take the words in order, *e.g.*, "wretched." I tell them the Latin equivalent "miser" and then we discuss the derivation of English words from that source. This arouses great interest, and it is of value if a certain number of members of the class possess "Etymological Dictionaries." In some cases, there is the additional interest of discovering how the Latin adjective is itself compounded

of two Latin words, e.g., "frugifer," from "frux" and "fero." The columns become filled in this way:

English Word.	Latin Word.	English Words derived.
Wretched	miser, era, erum	miser, miserable, etc.
free	liber, era, erum	liberty, liberate, etc.

In order to make the story comprise all the nouns as well as adjectives declined in a similar way, the anecdote may be supplemented by further details. The incident may have occurred in the "evening," and the small boy have been disturbed by two "men" ("a father-in-law" with his "son-in-law") who were singing the praises of "Bacchus" as they drove the horned beast down the lane!

A further story about a "lazy master" with "black" hair and a "red" face used to amuse my little ones—but his adventures are not so important as, if those adjectives declined like "puer" are remembered, all the others are like "magister."

The method has obvious disadvantages, but as an aid to the memory of little ones the device is not without value; at any rate it is preferable to the use of rhymes compounded of uncomprehended words.

In the recent examination an advanced student was saved from error by remembering that it was the "wretched boy" who was attacked by the "horned" animal; and that it was the "master" whose face was "red."

#### SELF-GOVERNMENT IN SCHOOL FOOTBALL.

E. J. Atkinson, B.Sc. (Lond.).

It is agreed by most educationists that education should be a training for life and that it is the business of the schools to prepare and develop the intelligence, to train and strengthen the character and individual judgment.

To have a healthy mind it is necessary to have a healthy body, and it is to create this healthy body that we turn to physical education. In the school time-table a place is found for this special subject which, like all other class-room subjects, is developed on scientific lines, but despite the great element of freedom introduced it has still the atmosphere of school hovering over it. Games, although an extension of the physical education course, may be free from this restraining influence and it is the object of this article to outline a system of self-government which has this freedom.

It should be mentioned that the secondary school in which this experiment has been carried out is one of nearly 400 boys. The experiment has been made much easier by two facts, the first being that there is a playing field of five acres adjoining the school, and the second that a very large number of the boys are members of their House Scout Troop.

The Football Executive is the Football Committee. This committee consists of the captain and vice-captain of the school first eleven, the football secretary, a boy, together with the Games Master, who, it should be added, is the person who has been conducting the experiment. These officers were elected at a meeting, held in September, of the previous season's school elevens. They are empowered to decide upon all matters connected with school football. It is the secretary's function to attend to all matters relating to inter-school fixtures, and to call meetings of the committee, the captain presiding. Among other duties, they select the school elevens, co-opting in each case the captain of the eleven to be selected. In all matches the captains of the elevens are responsible for the good conduct and punctuality of their eleven. No master, as a matter of duty, attends out-matches, but should there be any case for attention, the committee deal with it and for the sake of the school, severely. For home inter-school matches the referees are appointed from the masters' common-room and the master attends the match solely in the capacity of referee, the details of the arrangements being in the hands of the boys themselves.

With only three, or at the most four, school elevens, and playing on Saturdays only, it is necessary that something should be done for the rest of the school, and in the matter of a Form League and an Inter-House Competition there is nothing original in principle, but it is in the method of administration. The football secretary arranged House and Form practice matches for the first week of term, preparatory to the commencement of the competition fixtures. The league matches, not to interfere with scouting and other societies, were arranged for the mid-day break, while the House matches took place after school hours.

The League consists of three divisions, the senior having as members the first teams of each of the upper forms, the second division the second teams of these upper forms together with the first teams of the middle forms, while the third division is made up of the second elevens of the middle forms and the first elevens of the lower forms. To give even the smallest boys a game, friendlies are arranged for the second elevens of the lowest forms.

It was clearly too much for the football secretary to carry on the duties connected with running the league, so a league secretary was appointed. This secretary arranges all fixtures, appoints the referees and attends committee meetings when league matters are being discussed. The referees are boys, chiefly members of the first and second elevens, but others may apply to be examined as to their fitness to be included in the list of efficient referees. These boy-referees have powers exactly the same as those with which the F.A. invest their officials. Rough play and disorderly conduct are not tolerated. One example last season of the suspension of a boy who was sent off the field for ungentlemanly conduct has produced a great and necessary feeling of respect for the boy-management. The linesmen for these games are supplied by the competing teams.

The vice-captain is the official in charge of the material, and it is his duty to see that all punctures are repaired, and that there are always balls fit for use, that sawdust and the many other requirements are at hand.

It may be rightly said that this scheme is carried out in a great many schools, but herein lies the novelty, although the Games Master is *ex-officio* a member of this executive committee, he has intentionally refrained from taking part in its deliberations. He is always ready to give advice and retains the power of veto on all decisions. No suspensions are promulgated without his endorsement. This power of veto has not so far been exercised, but the reason for its presence is obvious to all, especially in the early days of such an experiment of self-government.

It is claimed that under the system outlined above there are boys in all parts of the school shouldering responsibility, from the executive committee to the captain of the second eleven of the lowest form, none less than the referees. The whole school is filled with enthusiasm not for individual prowess, but for the prowess of the team, of the House, of the school itself. All realise they are members of a body, and each boy from the top to the bottom is interested in the organisation and welfare of that body. Each form has its captains and selection committee elected by the boys themselves from among their number; thus in every phase of the organisation each boy plays a part in the government of the whole. The Council of the League consists of the Executive and the captains of all teams competing in the competition. They meet periodically to discuss points of weakness in the system, and suggestions in general. Thus football under a scheme of self-government such as this affords opportunities for the development of those essential qualities, self-control and the control of others, public spirit and co-operation, leadership, initiative and self-development, in addition to the usual physical advantages.

## TEACHERS AND THE NEW WORLD.

BY

PROFESSOR WILLIAM H. KILPATRICK, *of Columbia University, New York City.*

THE subject for discussion in this essay has been chosen to illustrate and so indirectly to present the very important point of view that if education is to meet its full duty it must order itself in relation to the social group as a whole. The position meant to be combatted is the tendency to treat education, actually if not intentionally, as if it were purely or mainly to prepare certain pupils to get on well in the world. Many an actual school does, in fact, so influence its pupils that henceforth they are concerned in selfish and partisan fashion primarily for the welfare of themselves alone or at most of a small part of the total social group. The position here assumed is that our schools must consciously assume an important part in the attempt to effect a better state of civilisation and must determine their aims and consequent procedure in consistency with this duty.

What, then, is demanded? In particular, what demands arise from the present critical state of the world's affairs? How shall we estimate and judge this serious tide in affairs in order to get from it the most of guidance?

Truly the present is a most momentous period in the world's history. When we consider how much is happening, in how few years the events are compressed, what results flow from them, how far-reaching the influence—when we think of these things, the effect on the imagination is overwhelming. A decade ago, as we read or studied history, our thoughts at times dwelt musingly upon those interesting periods of the remote past that stand in such relief upon the pages read. Our own times seemed so prosaic, so uneventful, that we perhaps envied the dwellers in that past the opportunity they had to see those mighty events and share in moulding and shaping the outcomes. My friends, our day will in time be judged no less interesting and no less momentous than those. The French Revolution may rival the present in the intensity of some of its moments: but in extent of regions influenced this is far greater. More is now happening, events move more quickly, more has been at stake than perhaps ever before.

And of particular concern to us is the fact that the part played by book and thought are greater than ever before. Larger numbers now read. The conscious study of society is far more widespread and the interchange of views is almost infinitely more easy. If any object that the widespread reading and thought are but the little learning that carries danger in its train, we need neither admit nor deny, but only point out that if so, then the greater the demand upon us to bring up a rising generation able to cope with the situation.

The thought is worth developing. Go back to 1815, when the Congress of Vienna took every conceivable precaution to determine for subsequent generations the paths that civilisation should henceforth follow. But they chose a path that represented reaction rather than progress, and what was the result? In answering note

that a generation is reckoned at 33 years. Add a half generation to 1815 and we get the revolutionary period of 1830-32. Add the full generation and revolutions again come, those of 1848. What does it mean? The movements of history are complex, but are we not forced to conclude at least this much—that no settlement of any great social question can afford to overlook the rising generation. When the half-grown boys of 1815 came to maturity they took matters ruthlessly into their own hands and overturned governments that had been a half generation before restored with so much care. In 1848 the like happened again.

Do we, as we look forward, face a future of revolutions? That changes will come, great and far reaching, no one need doubt. What these changes shall be and whether they shall come by revolution or in orderly fashion depends in large measure upon the character of the successive generations. Education—as the name for all moulding influences—is the factor that determines character, it is our only hope for order. We dare not leave this matter to chance. Conscious education must lend its every aid. The result may depend upon what we here in this room and our colleagues outside decide to do. In proportion as the present is big with possibility, in proportion as thought and character are factors in shaping affairs, in just such proportion lies our responsibility.

What is the situation confronting us? What do we see as we look over the world? The aftermath of the greatest war in history, millions upon millions killed, billions upon billions of property destroyed, new-made nations starving and quarrelling as they starve, Russia in chaos, other parts of the world little better off. Everywhere international suspicions, fears, selfishness, and in too many cases despair. If we look into the domestic affairs of our countries—you in yours, I in mine—we find alike a welter of unrest, strikes, threats, bitter partisanship, industrial warfare, class hatreds. Wherever we may look, at home or abroad, the future seems dark.

But let us look beneath the surface of this most discouraging situation, and see if deeper moving tendencies may not furnish guidance. What is the characteristic feature of the period in which we live? Is there anything to distinguish it from preceding periods? The answer seems clear; it is the growth of tested thought and its application to the affairs of men. Other periods have thought and thought acutely, but the characteristic features of our time are found in the tendency to test suggested thought in as objective a fashion as possible, in the accumulation of thought so tested, and in the disposition to apply this thought to improving the affairs of men.

Three far-reaching tendencies co-exist with this modern characteristic and receive greatly added impetus from it; a tendency to criticise our social institutions, a tendency toward the aggregation of men in larger and

larger units and their integration in ever closer relationships, and the democratic tendency. It is not suggested that criticism in a modern phenomenon—far otherwise. What is claimed is that modern criticism finds its chief support in the growth and application of tested thought. There is a seeming inevitability and relentlessness in the onward sweep of modern science that gives credence and acceptability to its criticisms. The successes of science make it bold, and no region is exempt from its search. The faith that was once yielded unquestioningly to the Church or to the Bible is now being transferred to science, and more and more our institutions are subjected to criticism. So long as tradition told us what to think conservatism held sway. Science introduces conscious questioning and the disposition to change grows apace. The strength of this critical tendency is not yet at the height. We may confidently expect a stronger and more penetrating criticism to make a yet more inclusive scrutiny of human institutions, and a yet more radical tendency to change things in accordance with criticism. Whether we approve or not, Frankenstein or no, the spirit of criticism is loose in the modern world.

The second tendency is toward the aggregation of men in ever growing units and the integration of mankind in ever more numerous relationships. That this aggregation and integration grow out of the application of tested thought to the affairs of men needs no elaboration. To use the term "industrial revolution" almost of itself suffices to prove the contention. The point here insisted upon is that the process of aggregation still continues, and in such way as to carry integration constantly with it. Before science had revolutionised our industry each community lived largely in self-sufficiency. What was eaten was grown in great measure immediately at hand, what was worn was similarly made at hand of the materials produced nearby. The customary life of the majority of mankind was lived in small areas. But as tested thought was applied to production, affairs changed. Home and shop industries gave way to the factory. More men were brought together in one organisation, raw materials were brought from greater distances and the products similarly sold over wider areas. Cities sprung into being. Transportation facilities have kept pace. Ever growing cities are joined in ever closer relationships with ever increasing areas. Aggregation and integration are thus practical correlatives. Nor is the end in sight. Every improvement in means of production, of transportation, of communication but increases the tendency. As never before we are members one of another. The evening speech of the Prime Minister is read by the whole world the next morning. A murder in southern Europe involves the whole world in war. A crop failure in a remote corner of the world threatens hunger for the poor of Europe. More and larger aggregations, closer and more numerous integrations, and the entire world hangs together as one whole in a degree never known before. And again the end is not in sight. The process is endless unless civilisation begins to die.

The third tendency, that towards democracy, is not so easy either to define or to explain, but its forward sweep cannot be questioned. Whatever else it may mean it includes at least this; that the world and its

resources and all human institutions exist for the sake of men, that men may live as well as possible, not a few chosen and set apart, but all men. A tendency this was called, and properly so, for it is still far from realisation, but a tendency it is, definite and pronounced. Whatever the Great War may have been in its inception it came to be a question of democracy. Only on this basis could our side prolong the war, on the lack of this basis our enemy collapsed. And still again is the end not in sight, democracy will not stay its stride till many matters be set straight. Nor will the end then come, for it is an infinite world in which we live, and the spirit of human justice will ever find work lying at its hand.

As these three great social tendencies have received strength and impetus from the growth and application of tested thought, so do all working together in their turn lead to two conclusions especially significant for us.

The first is that authoritarianism in the affairs of men wanes to its death. The time was when kings held sway by a "divine right" about which their subjects were held to have no choice or say. Governmental control and its authentication were alike external. In recent times government increasingly derives its powers from the consent of the governed. External authority yields to internal. So with learning and knowledge; the time was when the *ipse dixit* of some master, the decree of some council or ecclesiastical potentate, the letter of the biblical text, sufficed to fix the doctrine. It is yet so with many: but increasingly here also is the authority changing its external superimposed character into internal, deriving its just power from the internal process of its efficient working. Criticism and democracy allow no resting place for authoritarianism as such. The internal authority of efficient working in the process alone can stand the test. It is the realm of morals that is now being called upon to yield its external authoritarianism sway. To many among us the prospect is one of dismay. But whether we like it or no, the time is fast passing when an external authoritarianism of morals can be relied upon to give effective guidance or control to those who stand most in need of it. Already a new generation that came to maturity during the war is asking why and why not, and will not be silenced by the traditional answers. What is worse, they are in large numbers answering their questions by denying any sort of authority, internal as well as external. The external authority of church or book has been in the past the reliance of many in questions of morals. But these external authorities have for the many passed beyond recall. For these if morals are not to descend to a mere temporary expediency, some other basis must be found and found quickly. Herein we who educate face a distressing situation. The downfall of authoritarianism elsewhere most of us stand ready to approve: but what to do in the matter of morals constitutes one of our most serious problems.

The second conclusion from the far-reaching tendencies earlier discussed is if anything even more significant, namely, that change is inherent in the very process of civilisation and so far as concerns human institutions practically all-embracing. It is only too true that many among us have been hoping and praying that affairs will at last quieten down and let civilisation catch, as it were, its breath. It is not improbable that the war has

acted temporarily to hasten the process of change : but taking centuries together change will never quieten down : on the contrary, it will almost certainly become increasingly rapid. What, do you ask, can be the justification for so disquieting a prophecy ? Consider the facts. Civilisation takes its character from—or better, finds its character in—the fabric of human achievement known to us as tools, machines, and the like, and the correlative customs, institutions, and systems of thought. See what the single invention of the steam engine has done to change the affairs of men : or the telegraph : or the germ theory of disease. Every first-class invention makes far-reaching demands for changes in human behaviour and relationships. The increasing aggregation of human affairs hastens the spread of change. More first-class inventions have been made in the past 200 years than in 20,000 years before. We have every reason—unless civilisation goes to pieces—to expect the next 200 years to show even more invention, because thought begets thought, tested thought begets fruitful thought. If so, more change, and so *ad infinitum*. As inevitably as civilisation continues to exist and thought continues to be itself, with that same inevitability will changes come. We face then a world of inherent and unending change. What the changes will be, whither they will carry us, we know not. The only thing we can with certainty assert is that we face an unknown and rapidly changing future.

In view of all the foregoing what shall we say are the special demands made upon us who teach ? What characteristics are especially needed to enable the rising generation to meet its problems and difficulties ? Some things can be named at once.

Among the many changes that are to come some will come apart from our special efforts to bring them about, perhaps even in spite of efforts to prevent their coming, but others we can bring or not as we like and according to the fashion we choose. Change is, in fact, inevitable, but progress is contingent. It is, then, exceedingly important that the rising generation shall believe in *orderly processes of capitalising change* rather than in violent and catastrophic measures. The road to revolution if often travelled can but lead to the death of civilisation.

If the world faces many and great and unknown changes, it is impossible that we by taking thought can prepare our youth specifically to meet that unknown situation. We must prepare them to adapt themselves, when the time shall come, to that unknown and shifting world. We must, as far as we can, make our young people *adaptable*, capable of easy and intelligent adjustment. It is methods of investigation they must be taught, not specific solutions. *That* they shall think, and not *what* they shall think must be our aim.

Since there is no longer dependence to be placed upon merely authoritarian ethics inculcated by blind habit, we must seek an *intelligent moralisation*. Moral habits ? Yes, but moral principles besides. On no other basis can we expect our young people to adjust themselves morally to that ever shifting world. If they do not have the " why " as well as the " what " of morals, they will not clearly recognise the moral demand in the changed aspect of affairs. To give them habituation only is to invite moral anarchy. This is indeed a great responsi-

bility. The time once was when the school could say to the church, this matter of morals belongs to you, but that day, for good or ill, has passed. It is to the school that society must look and we can only meet our duty by building an intelligent moralisation.

A fourth matter perhaps not quite so pressing as the preceding is the demand that none of our youth get only trade training. Trade training we need and it must be got somewhere, but our working people need something more. We must have artisans who understand the " why " of what they do. Else they cannot co-operate consciously in what they do, and, more to the immediate point, they will be unable to adjust themselves to the shifting demands of new processes. Intelligent our workmen must be, for their own sakes as well as for the sake of their work. But even more, our workmen of all classes and grades in common with all others—if there are to remain any who do not work—must be intelligent citizens. Anything else is dangerous to the welfare of society. A more pernicious doctrine is not preached than that of education as a mere trade training.

But the principles given in our analysis yield yet other guidance. Consider our international situation. The unending process of aggregation and integration has for us a very definite lesson. An inclusive integration is absolutely inevitable unless civilisation is to fail. A round world was bound in time to return upon itself. As the seven petty kingdoms of England could not continue separate, but must unite in time into one inclusive kingdom : as the clans of Scotland could not for ever continue in mutual warfare, but must unite to form one country : as in my own country the thirteen original states could not walk independent paths, but must form first the confederation and then a union and finally make of this an indestructible union : so the same processes of integration are bringing the nations of the world together. Granted the continuance of the aggregation and integration, now steadily increasing, the time was bound to come when the multiplicity of mutual relationships would demand the joint intelligent solution of common problems. If nations are already so bound together that the assassination of one man in an obscure corner lights a fire that spreads over the whole world—if these things can happen, it would seem that the time has already come when some inclusive organisation shall make such things impossible.

And what do these things mean for the teacher ? They mean that we must build *world-mindedness* in our children, the ability to see the world of humanity and not merely the people of one single nation. It means further a positive world patriotism, an unselfishness in dealing with the mutual affairs of our countries. I am not saying that we should no longer love our respective countries. Far from it. But I do decry a selfish patriotism that lets the immediate and apparent good of country outweigh considerations of right and justice and good-will to men. The patriotic rivalry I would advocate is a rivalry to excel in helping mankind, and not rivalry in the exploitation of backward nations. The world-mindedness we would build must see the practical and moral impossibility of an exclusive national sovereignty. It was on this rock that Prussia came so near wrecking the civilisation of the world.

Such a conception of world-mindedness means for my country, and possibly for yours, a new history, a new geography, and a new civics. It must be a history that unites and not one that separates. It must be a geography that teaches respect for other nations, that sees the whole world mutually interdependent. It must be a civics that brings home to the individual his duties and possibilities in relation to others, and the like duties and possibilities of his nation in relation to other nations. The task is great, the schools cannot do all, but we can at least do our part to make the spirit of human brotherhood permeate the work of instruction.

We may get light also on the domestic situation from our analysis. In matters industrial the tendency to aggregation has far outrun the spirit of democracy. So far our organisation has considered mainly the money outcome: we have too often forgotten the element of humanity. These men who work in factories are not merely producers, money-makers: they are also men of like passions with ourselves. We have been prone to forget this, and have left democracy out of account in our industrial affairs. If our analysis is valid we may be sure that in some way, somehow, the spirit of democracy must enter also the industrial realm. We cannot say what specific form this will take—we do not know, possibly no one has as yet even conceived a suitable plan: but this we can rely upon; unless the worker lives *in* his work as well as *from* his work, we are going to have unrest for ever. And this holds of all kinds of workers. We must live *in* our work as well as *from* our work.

What is then demanded of the school? That it build in its pupils *breadth of view* in social and economic matters, the *unselfish outlook*, a *sense of responsibility* for improving affairs, and such an ability to think as will keep our pupils grown to maturity from being the prey of demagogues. Regard for these things should permeate all our teaching. Each time any one of us faces a class it ought to be to lead our students to a firmer grip on such attitudes. The school must provide opportunities for cultivating breadth of view, the sense of responsibility, and the ability to weigh arguments in social and economic matters. Practice in these is necessary to build them firmly. The very manner of conducting the class will have no small part in the matter. The unselfish attitude will prove difficult to attain, but a sense of fair play in life's affairs can be built up at least within certain limits.

The school we have inherited has come down to us from a remote past when education was mainly designed to inculcate docility on the one hand and to impart bare knowledge or skill on the other. These things no longer satisfy. The duty of the school is now as large as is the life of the child who is to live in the democratic society of the future. It is our part to see that the ideals and attitudes necessary for that democratic life enter into the very innermost souls of our young people. In no other way can we meet the demand of the times upon our schools. In preparation for that unknown and changing future books and examinations are not sufficient. Ideals and attitudes are immensely more important. Among these, three especially stand out as worthy of our every endeavour; unselfishness, adaptability, and responsibility.

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\*.\* Messrs. Constable are preparing classified lists of their publications which will contain explanatory matter and in many cases Press opinions about important volumes. The following classifications are almost ready and will be sent on application: War and Military History—Biography and Reminiscences—Fiction—Economics and Commerce—Religion, Philosophy and Aesthetics—Politics, Political Science and Sociology—Education and Psychology—History—Poetry and Drama—Art, Architecture, Music and Illustrated Books—Literature, Criticism and Essays—Travel and Adventure.

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## ART IN LONDON.

We are a few weeks from the Academy. Already there have been held exhibitions of the work of William Rothenstein, Gertler, John Nash, and Ihlee. There is talk of a show of Albert Rothenstein; hunt pictures by A. J. Munnings are due at the Alpine Club Gallery in April. The art season has hardly flagged since the New Year and will run merrily till July. It is noticeable that modern English painting is at present holding the field of public notice. The Grosvenor Gallery, bought by Messrs. Colnaghi, has been reopened for the purpose of showing contemporary British work; the Independent Gallery have had an admirable exhibition of the more advanced painters; there is English work on view now at the Alpine Club Gallery; the Monarro group at Goupil's is English in effect although there are French contributors; the Friday Club is due for another exhibition. In view of these activities it is surprising to read of a distinguished Dutch artist saying that modern British painting can only be studied in small and scattered galleries, and calling upon London to do honour to the prophets in her midst.

Does modern British art repay so much attention? On the whole, yes. From such traditionalists as Brockhurst or Maresco Pearce or Kennington to the extreme left of Duncan Grant and Adeny, the artists are alive and eager in experiment. Cubism is waning. Only Wyndham Lewis and his band, of whom Wadsworth is the most significant, continue on the high plane of geometrical austerity, searching for significant form, reducing to absolute essentials the structure of reality. The other parties of the left (Duncan Grant is the leader of the most important) are devotees of design, asserting that the subject of a picture cannot ennoble or degrade its artistic worth, that (to paraphrase Roger Fry) a man's head is of æsthetic import equal to that of a pumpkin. The gospel of design is preached with charm and learning in Roger Fry's recently published book, "Vision and Design" (Chatto and Windus, 25s. net), and as an interesting pendant may be noted a small book published by Birrell and Garnett, at 19, Taviton Street, W.C.1, entitled "Some Contemporary English Painters." An anonymous introduction and a number of photographic reproductions, the whole for half-a-crown, make of this booklet a desirable possession.

But the design party are not unopposed. C. J. Holmes, Director of the National Gallery and a landscape artist of great power, dealt with the whole question of subject and design in a brilliant review of Fry's book, which appeared in the "Burlington" for March. Holmes maintains that design can have no meaning apart from the meaning of the elements that compose it and that, unless an artist be content with the mere making of patterns, he is bound to compose his design of natural objects which have significance to the intellect. Consequently the nature of such significance must affect the quality of the design. It is out of the question here to attempt even a brief summary of the arguments in this important dispute. It cuts at the root of much modern painting, and students of contemporary art are recommended to read Fry's book side by side with Holmes' clear and convincing commentary.

To the right of the group that centre round the Independent Gallery is an infinite variety of painters. Here are the followers of Augustus John; the young landscapists of the Nash school; Laura Knight and the party of academic violence; Holmes himself; the Scotch disciples of Bone and Cameron. All are different; they may be classed roughly together merely because all respect to some degree accepted form and, for this reason, are divided from the parties of the left who, on inspiration from France, distort in the cause of balance and design.

MICHAEL SADLEIR.

## MUSIC AND HISTORY.

The delight which English people in all ages have taken in song is shown in many ways, not the least of which is in the way they have used it to record historical incidents. Another way is that in which they have seized and retained all the references to song in the lives of their heroes and saints. The latter has not been made much use of by the formal and learned historians, but it has remained constantly in the tradition of the people. Going back to the earliest days we have the death legend of St. Chad, which tells of singing voices descending from heaven at his call and then returning bearing his soul aloft. Somewhat different is the story of the death of St. Cuthbert, but here again there was music, for his followers were singing psalms when the message of his death arrived, and the Venerable Bede sang his own death song.

The story of Caedmon, the first English poet, is one of the singing by peasants of their own songs, which first drove the unmusical one from their company and then was the cause of direct inspiration from heaven which raised him to unimagined heights.

Taillefer, as he figures at the Battle of Hastings singing the song of Roland in front of the Conqueror's army, appeals strongly. The harp of Dunstan, one of the early statesmen Archbishops of Canterbury, is known as much by his harp, which on occasion emitted strange and beautiful sounds "without touch of mortal hands," as by his statesmanship or his sanctity. "Sweetly sang the monks of Ely as Knut the King sailed by," is almost as interesting to the schoolboy as is that king's command to the waves to refrain from covering his feet, and his reproof to the flattering courtiers; and Blondel is never forgotten when Richard Lionheart is mentioned. But this same Richard had not the musicians always on his side, for when he was Duke of Aquitaine one of the leaders of his underlords who revolted against him was the troubadour, Bertrand de Born.

The way in which the Belgians in their distress five years ago took possession of much of our country makes more interesting the actions and songs of some of their ancestors of less reputable character who came over to help King Stephen to get and hold his crown. They did their part but they also did and claimed more, and one of their songs was very suggestive. The first two lines, or the refrain of this song, were,

"Hop, hop; Willeken, hop!  
England is thine and mine."

In the same way we find history and music intermingled in Wales especially, where, a few years later, "the old spirit of the bards" roused the people and encouraged their hatred of the Saxon who continually pressed upon them. We find a pleasure in the occasional lapse of the dull Froissart into poetry, as when he describes Edward III sitting on deck as he sailed to meet the Spanish fleet, and calling on Sir John Chandos "to troll out the songs he had brought with him" from abroad. Shakespeare helps us to remember that the victory of Agincourt was celebrated in song and hymn, and it may be recalled that the one musical relic of this fight is a religious song.

The Commonwealth and music are not commonly regarded as having much to do with each other, though the idea that this period was not a musical one was a wrong one. Some of the puritans, however, were much opposed to music, and one of them wrote a famous book which was an attack upon (amongst other things) music and false hair! After this came songs such as "When the King enjoys his own again," "Lilliburlero" and "Malbrough ca va-t-en guerre," the last of which remains till to-day as "For he's a jolly good fellow."

HERBERT ANTCLIFFE.



**PRIMARY SCHOOL NOTES.**

BY OUR OWN CORRESPONDENT.

**The Bridlington Conference.**

When these notes appear the N.U.T. conference at Bridlington will be in full session. The results of the annual elections will have been declared, including that for the position of vice-president.

The election of Mr. W. G. Cove (Rhondda) to the vice-presidency of the Union is, to some extent, significant of the present unrest and discontent in teaching circles. He is a leader of the extreme section, and voices the views of members who are disappointed with the results of the work of the Burnham Committee. His supporters do not by any means constitute a majority of those voting. There were five candidates in the field, and of the 60,787 votes cast he received about one-third. It is safe to say that had there been a straight fight between Mr. Cove and Mr. Sainsbury the latter would have won. Mr. Cove was the only assistant master candidate, and this fact alone helped him immensely. His four opponents were headmasters.

The Treasurer and Mr. C. W. Crook were re-elected without a contest. The contested elections have this year been fatal to four of the old members, viz.: Miss Broome, Miss Phillips, Mr. Steer and Mr. Jones. This fact, in conjunction with the retirement of five of last year's members, makes a record change in the personnel of the Executive. Of the thirty-six elected members nine will be new to the work.

Miss J. Wood, the retiring president, has done splendid work during her year of office. She is succeeded by Mr. G. H. Powell, a level-headed leader of great ability. The first business on the Tuesday morning of Easter week is a motion submitted by the Executive dealing with the present crisis in educational affairs. It is in charge of Mr. Benthly and Mr. Barraclough. At the present juncture it is the most important of the subjects down for discussion. If any progress is to be made in stemming the tide of reaction the N.U.T. must carry on an immediate and vigorous campaign.

The Union is now in a very strong position both as regards funds and membership. The treasurer will be able to report a record amount in the coffers of the Sustentation Fund, and the secretary can point to a membership exceeding 115,000. If members will only act as a united body much can be done to educate the public on the folly of false economy.

The private sessions are always interesting. This year conference will be asked to agree to the amalgamation of the N.U.T. and L.T.A., which, if approved, will strengthen the London position immediately. There is also a motion for altering the existing electoral areas, the object being to secure the representation of sectional interests on the Executive. I think conference will reject it. The question of equal pay for men and women teachers comes up again in the form of a motion to "delete" it as the declared policy of the Union. Its discussion will ensure a lively session of the conference. The Bradford Association are asking the Executive to ensure the adoption of Standard Scale IV throughout the country not later than 1st April, 1923! Another motion seeks to instruct the Executive to secure professional self-government and partnership in administration, and further instructs the Executive to seek the co-operation of the Teachers Registration Council to this end. Altogether the agenda is full of matters of intense interest and importance to the future of the profession.

In addition to the ordinary full sessions, there will be many sectional meetings, including one of representatives of local education authorities, at which a paper on "The Finance of Education" will be read by Mr. Graham, the Director of Education for Leeds. Also there will be the usual exhibition of school material, books, and apparatus. Altogether the Union's annual conference is an educational event of much importance to all concerned in the work of education.

**EDUCATION ABROAD.****A Central Education Department for U.S.A.**

The Smith-Towner Bill, creating a Department of Education and providing Federal aid to the states for the promotion of education, has been favourably reported by the House Committee on Education.

Before reporting the bill the committee adopted several amendments offered by Congressman Towner, author of the bill. The first of these adapts the bill to the plan for a general reorganisation of the Executive Departments by providing that the Bureau of Education shall be transferred at once to the Department of Education, and that such other boards, bureaus and branches of the government shall later be transferred to the new department as Congress may determine should be administered by it.

Another amendment offered by Congressman Towner removes all possible objection on the part of those who have feared that the bill would centralise control over the public schools in a Federal department at Washington by providing specifically that courses of study, plans and methods for carrying out the purposes and provisions of the act within a state shall be determined by state and local educational authorities. The Secretary of Education is denied the right to exercise any authority whatever with respect to the administration of education within the states, his power being limited to seeing that grants for particular purposes shall be expended for the purposes for which they are appropriated by Congress.

The bill is strongly supported by a number of national organisations, including the National Education Association, the National League of Women Voters, the General Federation of Women's Clubs, the Mothers' Congress and Parent-Teacher Associations, and the American Federation of Labour.

**University of Paris.—Shortage of Students.**

The educational authorities are greatly concerned over the falling off in the number of students at the University of Paris. Before the war they numbered about 13,000, and last year the figures were practically back to normal. This year, however, the number is reduced to 7,600, or 42 per cent. less. Only the Faculty of Sciences holds its own. The Faculties of Letters, Law, Medicine, and Pharmacy have suffered greatly. It is said that the main cause of this falling off is the scarcity of lodgings. The left bank of the Seine dwellings and hotels, where students could always secure apartments, are monopolised by foreigners. The General Association of Students has under consideration a scheme for the purchase of a big building which could be turned into a hostel for students. But a million francs are required to carry it into effect.

**Gordon Memorial College.**

The Gordon Memorial College at Khartum has issued its eighteenth annual report. Since the war the college has progressed towards recovering its normal position in education and research. The fact that six boys were sent there for training from British Somaliland in 1919 and that the Governor-General of Nigeria seeks teachers trained at the "Gordon" for an Arab school in N.E. Nigeria, proves that the influence of the college is not confined to the Sudan. The college has a dramatic society which gives performances once a month in Arabic, always before large and appreciative audiences. The Government has provided the college with a cinema machine.

A new and revised edition of "Lands Beyond the Channel" in Sir H. J. Mackinder's Elementary Studies in Geography and History is announced by Messrs. George Philip and Son, Ltd. The new edition represents very careful revision work, and embodies the political changes in Europe resulting from the Peace Treaties.

## BLUE BOOK SUMMARY.

## University Grants.

On July 14th last year the Chancellor of the Exchequer proposed to the Treasury Board the appointment of a "University Grants Committee," and the Lords of the Treasury approved. The function of the committee was to enquire into the financial needs of University education and to advise the Government as to the application of any Parliamentary grants towards meeting those needs. The committee has faithfully carried out its duties and its report issued in February (Cmd. 1163) is a most interesting and helpful document. The task entailed visitations of all the Universities and Colleges of England, Scotland and Wales, conferences between the governing bodies, the teaching staffs and the students, the consideration of buildings in being and to be, documentary evidence and statistics; nothing seems to have been omitted which might conceivably throw light on a most important question.

Mr. Austen Chamberlain, in a letter of July 16th to the chairman of the committee, undertook, subject to overriding necessities of national finance, to submit to Parliament an increase in the present vote from one million to a million and a half in the estimates for 1921-22.

That brings the committee at once face to face with the problem of salaries for the teaching staffs, and while they do not suggest that it will ever be possible to offer salaries comparable with those prevailing in the industrial and commercial world, they hold it is essential that the rewards should bear a reasonable ratio to the salaries paid in other branches of the teaching profession. The report recommends a basic minimum salary but is not convinced that universal flat rates and automatic increments are either possible or desirable. The problem is one which each University must decide for itself—but it would be better to limit its departments than pay inadequate salaries. Its teachers should not be compelled to dissipate their energies and deny themselves leisure by outside work in supplementing their incomes. Closely allied to the problem of salaries is the question of superannuation or deferred pay, and the committee notes with pleasure the sympathetic attitude of the Chancellor of the Exchequer. The committee further thinks that means should be devised to transfer teachers dealt with under the Teachers' Superannuation Act to the Federated System for Universities. This would be another step towards the unification of the teaching profession.

The report has much to say on equipment and accommodation. It regards the library as the central organ of a University; the librarian should be of professorial rank and an *ex-officio* member of the Senate. In the Faculty of Pure Science it recommends temporary expedients for classrooms and laboratories as adopted at Leeds, Southampton and Reading. The committee can draw no hard and fast line between a liberal and a vocational training, and discusses with a broad-mindedness that one would expect the place of medicine, technology, engineering and commerce in the University curriculum. For all such general needs aid should be provided in the form of block grants.

Throughout the report stress is laid, and properly so, on University autonomy; but that section which deals with University Colleges strikes one as inconsistent with that principle. It regards the present conditions of Reading, Nottingham and Southampton as based on a system educationally unsound, and unsatisfactory to teachers and students, and opposed to the principle preached. The committee therefore approves the suggestion of giving them the privilege of granting a first degree on examination prescribed by themselves, but approved and supervised by a "Patron" University. But an autonomous protectorate is a contradiction in University constitutions as in imperial. **Anyhow it is a curious hybrid**

## EDUCATION AT WESTMINSTER.

## LONDON UNIVERSITY (BLOOMSBURY SITE).

**Sir John D. Rees** asked the Chancellor of the Exchequer how long, under the agreement and understanding between the Government and the University of London, the Bloomsbury site acquired for the new buildings is to be kept for that purpose; and to what use such site will be put during the period of waiting, and in the event of the failure of the University to raise the large sum required for the contemplated buildings?

**Mr. Chamberlain**: No decision has been taken on the question of the period during which the Bloomsbury site is to be kept for the new buildings for London University. The agreement with the vendor contains a Clause under which, if before April 1st, 1926, the Government give notice that they find it impossible to use the property for the purposes of the university, the vendor has an option to repurchase it for the price given, and if he does not exercise the option the restriction of the use of the site for purposes of the university is removed. During the period of waiting the property will be administered in its existing form, and in the improbable event of the abandonment of the scheme it will be for the Government of the day to determine whether to dispose of the site or devote it to other purposes.

## NON-PROVIDED SECONDARY SCHOOLS (GRANT).

**Sir P. Magnus** asked the President of the Board of Education what action can be taken to relieve non-provided State-aided secondary schools from the financial pressure, threatening in some cases the closure of their schools, due to the inability or refusal of the local education authorities to give to such schools any share of the 50 per cent. deficiency grant?

**Mr. Fisher**: No case has hitherto been brought to my notice of a local education authority having refused to assist a grant-aided school which could not without assistance from the authority maintain financial stability except by an unreasonable and excessive increase of fees. I believe that local education authorities generally recognise, and are endeavouring to meet, their responsibility for preserving or providing adequate facilities for secondary education.

## EXPENDITURE.

**Mr. T. Thomson** asked the President of the Board of Education the percentage of national revenue expended on education in 1913-14, and the corresponding percentage in 1920-21?

**Mr. Baldwin**: The voted expenditure on education was approximately £19,000,000 in 1913-14, and is estimated for 1920-21 at £60,000,000, the latter sum including about £3,500,000 for special grants to ex-service officers and men. These figures do not in either year include the educational expenditure of local authorities. The revenue in 1913-14 was £198,242,000, and in 1920-21 is estimated at £1,418,300,000. In view of the special war revenue from excess profits duty and other sources included in the latter figure, I do not think percentages of educational expenditure to revenue for the two years are properly comparable.

The House of Cassell are publishing at once the first four books of a new series—The Little Ones' Library. Each book contains four coloured pictures, and the type and text are specially selected for children in junior and infant schools. The books are 6d. each, and are entitled: "The Little Book of Ships," "The Little Book of Nature," "The Little Book of Trains," and "The Little Book of Animals."

## SCHOOLS, COLLEGES AND UNIVERSITIES.

## London.

There is still agitation outside the University over sites. Holland House might be very desirable, but surely the reply is *cadit questio*. In case any reader is in doubt it may be well to recall these facts. The Government offered a gift—Bloomsbury. The University accepted it, and the contract for the purchase of the Bloomsbury area has been settled and signed. For the next few decades the University will be there and not at Kensington.

There is no doubt that London University moves with the times. The degree in Commerce is likely to be valued highly by business men. Historical studies, local, national, and European, are well cared for, and now American history and constitution are coming to the fore. Ex-Ambassador Davis gave them a fillip with his lecture on the American Constitution a few weeks ago, and he has followed it up with a prize of twenty-five guineas for an essay on the same subject.

## A New University?

University College, Reading, does not want a "Patron." A notice in the "London Gazette" states that a petition has been presented to His Majesty in Council praying that University College, Reading, may be granted a Charter of Incorporation as a University by the name and style of "The University of Reading." Petitions for or against must be delivered at the Privy Council Offices, Whitehall, by April 11th.

The City of London College, Moorfields, has decided to award a limited number of free places on the results of an examination of matriculation standard in English, Mathematics, and French. The examination will be held on Wednesday, June 1st, and the studentships will be tenable for the academic year beginning on Tuesday, September 20th, renewable for a second year on satisfactory report. Candidates—boys and girls—must be sixteen years old on that date. The selected students will obtain free tuition, and may be prepared for the intermediate examination for the degree in Commerce. With this examination to their credit keen young men in business can graduate in the new faculty by continuing as evening students at the College when they have left the Day School of Commerce. Forms of application must be returned by the 30th May.

## University of Leeds.

Her Highness Princess Helena Victoria paid an informal visit to the University on Wednesday, March 16th. She was received by the Vice-Chancellor (Sir Michael Sadler), and by the Pro-Vice-Chancellor (Professor Smithells). Her Highness then inspected several of the Departments of the University.

In the large Physics laboratory was an exhibit consisting in the main of experiments which had been carried out in the department in the preceding year. Among the items shown were the "Ultra micrometer," an instrument described to the British Association in 1920 by which distances as small as 10.8 cm. could be detected, and a new system of **both way** wireless telephony by which conversation may be carried out in precisely the manner of an ordinary telephone.

In the Department of Textile Industries the Princess was shown in the process of manufacture, Herdwick wool—the roughest type of the British wools, Suffolk Down wool—one of the finest of British wools, the finest Australian wool, Llama from 14,000 feet up the Andes, and the under-fibre of the Musk-ox forwarded to the department by Mr. Stefansson, the Canadian explorer. British and Continental methods of manufacture and wool combing were also shown. In the Museum the collection of old fabrics—possibly the finest in the Provinces—was supplemented by Indian shawls lent by Sir Michael Sadler.

## ASSOCIATION NEWS.

## The Teachers Council.

At the Council on March 18th it was announced that the number of applications for admission to the Official Register of Teachers had reached a total of nearly 72,000. Enquiries concerning admission to the List of Associate Teachers are being received, but some time must elapse before the scheme is widely known. It is important that every young teacher who is not already qualified for full registration should take steps to secure admission to the Associate List. No ultimate expense is incurred, since the fee paid by an Associate is deducted from the amount payable on transfer to the Official Register.

## The Teachers' Guild—New Secretary.

Miss Gertude E. Morris, B.A. (Lond.), has been appointed General Secretary of the Teachers' Guild and has just entered on her duties. She has had a full training as secretary, and has had successful experience both as assistant and as secretary in several posts. She is the daughter of Dr. T. E. Morris, who has been for many years a member of the Glamorganshire Education Committee, and is now representing the County Councils Association on the Burnham Committee on Technical Teachers' salaries.

## Conference of Educational Associations.—Report.

The volume of reports of the various associations which took part in the conference of Educational Associations last January, held at University College, London, will be ready for issue after Easter. Many of the papers will amply repay further study, and we hope to draw more detailed attention to them next month. The opening address by Professor John Adams on "Instinct and Education," and the three meetings devoted to the subject of Psycho-Analysis, will probably prove the most attractive subjects.

The volume can be obtained, price 5s., on application at 9, Brunswick Square, London, W.C. 1.

## League of Nations Union.—Summer School.

The second Summer School of the League of Nations Union will be held at Oxford from July 21st to July 28th. There will be separate accommodation for 100 women at Lady Margaret Hall, and for 70 men at Balliol College. All lectures and meals will be given at Balliol College (except breakfast for women, which will be given at Lady Margaret Hall).

The total cost for attendance at the school, including accommodation, breakfast, lunch and dinner is £4 for the whole week. Applications, which will be considered in the order in which they are received, should be sent to the League of Nations Union, 15, Grosvenor Crescent, S.W. 1, and must be accompanied by a deposit of 10s. (not returnable unless lack of accommodation compels refusal).

The inaugural address will be delivered by Lord Robert Cecil. There will be three courses of lectures:—(1) A course of six lectures on the work of the League of Nations: by members of the Secretariat and L.N.U. Staff. (2) A course of six lectures on the Articles of the Covenant and their possible revision: by Professor Gilbert Murray. (3) A course on International Relations: by Rt. Hon. G. N. Barnes, M.P., The Bishop of Manchester, Mr. F. S. Marvin, Major the Hon. Ormsby Gore, Mr. Albert Thomas (Director of International Labour Office), and others.

## Teachers' Guild. Holiday Course in Spain.

The Teachers' Guild are hoping to arrange a three weeks' course at a seaside town in the North of Spain during next summer vacation. Full particulars will be announced later, but at present it may be stated that the course will probably include lectures on Spanish literature, history, and institutions, as well as conversation classes. It is hoped to limit the expenses to £35, to include travelling, residence, and tuition fees.

## PERSONAL NOTES.

**Mr. J. G. Lamb.**

After holding the post of Secretary to the Incorporated Association of Assistant Masters in Secondary Schools for fifteen years, Mr. J. G. Lamb has retired. During his tenure of office as Secretary the membership of the Association has increased very greatly, and its activities have been correspondingly enlarged. Both results are largely due to Mr. Lamb's efforts, supported as they were by his wide educational experience. Educated at St. Paul's, he gained a classical scholarship at Hertford College, Oxford, and became an assistant master at Derby in 1876. His later teaching work included service in Yarmouth and Liverpool before he was appointed at Highgate School in 1889. There he commanded the School Cadet Corps, retiring with the rank of Major and the Volunteer Decoration. Hearty good wishes will accompany Mr. Lamb in his retirement.

**Professor Ramsay.**

G. G. Ramsay, late Emeritus Professor of Humanity at Glasgow University, died recently at St. Andrews.

Born in 1839, he was only twenty-four when he succeeded his uncle in the Humanity Chair after a distinguished academic career at Rugby and Oxford. As a teacher, Professor Ramsay worked with marked success for education generally and the improvement of secondary schools.

**Rev. W. A. Heard, LL.D.**

The Rev. W. A. Heard, late Headmaster of Fettes College, died on March 12th.

He was educated at Manchester Grammar School and Trinity College, Oxford. He was appointed to Fettes in 1890, having previously filled the positions of house-master there and at Westminster School.

**Lord Moulton.**

Lord Moulton, aged 76, died suddenly in London.

He was in his year Senior Wrangler at Cambridge and First Smith's Prizeman. Lord Moulton was an expert in explosives and during the great war rendered public service as Director-General of the Explosive Supplies in the Ministry of Munitions. His name was intimately connected with the dye industry.

**Professor L. G. Miall.**

Dr. Miall, Professor of Biology in the University of Leeds, died on February 21st.

He left school at an early age and began to teach. His greatest interest was in natural history, and he had much influence upon the teaching of nature study, demanding first-hand observation and condemning the mere acquisition of facts from lectures or books. He was the author of "Round the Year," "House, Garden and Field," and "Thirty Years of Teaching."

**Dr. W. Odling, F.R.S.**

Dr. William Odling, sometime Waynflete Professor of Chemistry, died at Oxford, in his 92nd year.

He was a medical student at Guy's and became director of the chemical laboratory. He succeeded Faraday as Fullerian Professor at the Royal Institution and Sir Benjamin Brodie as Waynflete Professor at Oxford, and was the author of several books on chemistry.

**Professor R. B. Clifton, F.R.S.**

Professor Clifton recently died at Oxford, having held the chairs of Natural Philosophy at Owens College, Manchester, for five years and of Experimental Philosophy at Oxford for half a century.

He was educated in London and Cambridge. In 1870 he designed and organised the Clarendon Laboratory, the first built in Europe for research in physics and teaching.

**Mr. Evan Davis, B.A.**

Mr. Davis, the new Director under the Barnsley Education Committee, has been for two years an inspector of schools.

## NEWS ITEMS.

**Gift to Halifax.**

A few years ago Mr. A. D. Oates and his sister presented the Bermerside Open-Air School to the Halifax Town Council and recently Mr. Oates has given £10,000 to endow the school, so that the cost of upkeep may not fall upon the rates.

**Salary Cards.**

The Board of Education now issue cards for teachers to fill up giving personal particulars of salary because the necessary approximate estimates cannot be prepared without this information. These cards will be issued to teachers other than primary, and accuracy in stating salaries will help the Burnham Committee.

**Musical Competition.**

3,320 competitors entered for the London Musical Festival Competition, which was held at the Central Hall, Westminster, from March 3rd to 12th.

Four concerts in connection with the festival were arranged. Her Royal Highness Princess Christian, the president, presented the awards.

**A Plays and Pageants Committee.**

A Plays and Pageants Committee has been set up in Birmingham to stimulate the study of drama as an education and recreation. The committee is small but representative, consisting of amateur performers, teachers, critics and a nominee of the Senate of Birmingham University.

**The Library at Cambridge.**

The Syndics have reported to the Senate that it is desirable to acquire about seven acres of land belonging to Corpus Christi College in Sedgwick Avenue and to build a new library on this site. They suggest that the present congestion should be relieved by building a part of the library at once, but that a comprehensive and complete plan should be prepared.

**A New Regulation.**

An insurance official may now require any young insured person who applies for unemployment pay to go to school.

**An Education Week.**

In order to interest the public of Northamptonshire in education exhibitions have been held of the ordinary work done in the schools, including handicraft. Several unusual features were included: the sex and age of the children, but neither the name nor the name of the school, were put on the specimens.

Public performances by school children, two educational lectures a day, and a speech by the Minister of Education were all helpful, and we congratulate the education authorities concerned, the teachers and others who provided such an antidote to the parsimony in educational expenditure now being recommended.

**Welsh National Council.**

The Central Welsh Board have supported the principle of a National Council for Education in Wales and have convened a conference to discuss the details of the scheme.

**Birmingham University.**

The appeal of the governors for half a million for the University of Birmingham has produced £280,000, a sum which serves to free the University from debt, so that with the twenty-five per cent. increase in students' fees the University is now in a much better financial position.

**London Unemployment.**

Twelve thousand London children left school at Christmas and seven thousand of these are unemployed.

## LETTERS TO THE EDITOR.

**Lady Margaret Hall, Oxford.**

Sir,—May we direct the attention of your readers to the appeal for funds issued by Lady Margaret Hall, the oldest of the women's Colleges in Oxford?

It is well known that education in our country has never paid its way, and is dependent upon rates or on the endowments of founders and benefactors. Lady Margaret Hall has no endowment whatever, and is saddled with a building debt of £21,000, incurred fortunately at pre-war prices. Before the war the Hall was able only with the utmost economy to cover its expenses; under present circumstances fees have been raised, but unless they are to become prohibitive to the daughters of professional men the income derived from them cannot meet necessary expenditure.

Admission is open to all students qualified to begin University work, and the records of the 660 past students justify Lady Margaret Hall in basing its claim to support on sound work done. It is essential for the Hall to maintain its high standard of scholarship and teaching, and for this end to pay salaries on the modern scale and to provide pensions (there is at present no pension fund). This high standard has resulted in prominent appointments to University and other teaching posts, in social and welfare work, and in exceptional distinction in geographical and anthropological research. The recent appointment of one past student to the post of Assistant Political Officer in Baghdad is of special interest.

Subscriptions and promises amounting to nearly £2,000 have already been received: of this about £700 has been earmarked for the Lady Margaret Hall Research Fellowship Endowment Fund. Donations, or promises which may be spread over a short term of years, in money or stock, should be addressed to any of the signatories, or sent (specially assigned to Lady Margaret Hall) to the Hon. Treasurer of the Oxford Women's Colleges' Fund, Viscountess Rhondda, 92, Victoria Street, S.W.1., or to the Hon. Organising Secretary of the Lady Margaret Hall Fund, Lady Margaret Hall.

Yours faithfully,

EDW. WINTON.	A. F. BUXTON.
THOMAS RIPON.	LOUISE CREIGHTON.
STERNDALE (Master of the Rolls).	A. L. SMITH
RENELL RODD.	(Master of Balliol).
HUGH BELL.	E. M. TANNER.
CYRIL BAILEY	ELIZABETH WORDSWORTH.
(Fellow and Tutor of Balliol).	MERIEL TALBOT.

**Schoolmasters in Business.**

Sir,—Your March issue contains a letter—"Schoolmasters in Business"—over the signature of Charles Marshall. I have not the pleasure of this gentleman's acquaintance, but I am quite familiar with his letter, which has appeared recently in several papers. It is evident that the writer represents others besides himself, and it is not difficult to see that he is taking all this trouble for some who fear this big Co-operative movement on the part of our leading schools. He says he is a "business man." May I recommend him—as such—to mind his own business, and leave us to attend to ours?

University School, Hastings.

ALEX. MILNE.

**Folk Song.**

Sir,—Your musical writer, in your March issue, alludes to something I have written in the "Observer" about folk songs, condemns the evolutionary theory, and says:—

"What is folk song? Where did the songs come from? . . . The only hint we get from folk song authorities is that it is something that has been kept alive by the people."

May I point out that so far from our being dependent on a vague "hint" of this sort, we have a very full and reasoned discussion, with many music type examples, in Mr. Cecil Sharpe's fourteen year old and now classic book, "English Folk Song: Some Conclusions" (Novello). It appears as though your writer does not know this. He may differ from Mr. Sharpe when he has read his book (on some small points I dare to do so myself!), but, at all events, he should know what the greatest of "our folk song authorities" has said before he begins to discuss these "authorities." I trust that he and you will pardon my calling attention to the point.

Yours,

61, Bedford Court Mansions, W.C.1. PERCY A. SCHOLDS.  
14th March, 1921.

**Folk Song.**

Sir,—Mr. Lee in your March number well asks "What is folk song?" for I must say that his own idea appears to me to be utterly unsound. I would myself define folk song as: Vocal music that has been thoroughly adopted by the people at large, for more than one generation, so that it becomes a recognised possession of the nation. Preferably it should be a native product, but that is not absolutely essential; for instance, "Auld Lang Syne" and "Swanee River" have become essentially folk songs in England.

A folk song is often the product of a well-known and trained composer. For instance, Dr. Arne's "Rule Britannia." Weber, Silcher, and others have written folk songs for Germany. John Farmer's "Forty Years On" is practically a folk song now in England.

When, however, Mr. Lee says "Ragtime is the folk music of to-day" I am bound to differ from him, because I cannot recognise that any transient fashion has any right to call itself "folk music." We might just as well look at the Spring fashions as shown in a West End draper's shop and say "This is the English national dress."

WILLIAM PLATT.

(Author of "The Joy of Education,"  
"Child-music," etc.)

4, Hallswelle Road, N.W.11.

**Economy and the Education Act.  
Manifesto by the Workers' Educational Association.**

Sir,—It is with something akin to despair that we have noticed the decision of the Government to bring within the scope of their projected economies the provision of education to the people. A great deal was said when the Education Act was passed of the evidence it afforded of the spirit of the people which could promote and carry through such legislation in the stress of a great war. It is with dismay that we contemplate the failure of that spirit.

When account is taken of the devaluation of money, the expenditure on public education is not more but considerably less than in 1913. The amount of economy that can be effected by postponing the operation of Mr. Fisher's Act is in comparison with the national expenditure negligible, and this disastrous interference with educational development takes place at a time when of all others it is most important for that development to go forward. A period of unemployment is the least suitable of all periods for educational reductions. One of the first aims of statesmanship at such a time should be the removal of children from industry where they compete with grown men and women and the occupation of them in the only manner that really benefits their years, namely, the continuance of their education.

We cannot believe that the real facts are appreciated by the public. Is it understood how small is the economy effected? Is it realised that this economy is resisted by Mr. Fisher and the Board of Education? Is it genuinely the intention of the Government and the people to put a part of the burden of war on to the children's backs? No doubt they must take their share when they are grown up; but to make them pay by forfeiture of their full development, which in a more idealistic mood we have seen to be their due, is the betrayal of the highest interests of the future of the country.

We desire that all who believe in education as a main instrument of progress should support the Workers' Educational Association in its protest against this disastrous policy.

W. MANCHESTER,  
President W.E.A.

A. GREENWOOD,  
R. H. TAWNEY,  
Vice-Presidents.

J. J. MALLON,  
Hon. Treasurer.

J. M. MACTAVISH,  
Gen. Secretary.

**The Schoolmasters' Year Book and Directory.**

Sir,—A new and entirely revised edition of this book is in preparation and will be published if enough support is secured from purchase of copies and entries in the Directory. May we ask through your courtesy all schools and masters, who wish to be included, to communicate with us as early as possible.

THE EDITORS, S.Y.B.

31, Museum Street, London, W.C.1.

## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

## BOOKS AND THE MAN.

## Shakespeare for the Plain Man.

A modest pocket volume of some one hundred and twenty pages represents the first instalment of this long-awaited edition, and its appearance is an event of sufficient literary importance to warrant more than passing notice of "The Tempest," by William Shakespeare: edited by Sir Arthur Quiller Couch and John Dover Wilson (Cambridge University Press. 7s. 6d. net).

"Editions of Shakespeare multiply," says "Q" in his introduction, yet, we think, never did edition more justify itself, for this first volume gives so rich a promise that what is yet to come is awaited with something more than ordinary expectancy. Seldom does it happen that within the compass of so few pages appears such a wealth of brilliant commentary and ripe scholarship. The pundits will rail; the pedant and the pedagogue will stand amazed, the perfunctory critic will be at a loss for comment, but for the ordinary reader there will be found enlightenment and charm unusual; and for the student there is of a truth some very real light in dark places, for with that high courage and confidence born of knowledge and perhaps of faith, the editors stride on with unfaltering step to the Master himself, ever beckoning to us who are less able, who follow sometimes stumblingly, sometimes gropingly, but always with delight.

The editors need no introduction: Sir Arthur Quiller Couch is known as a brilliant exponent of the art he "professes," while the accurate scholarship of Mr. John Dover Wilson is now appealing to an ever widening circle.

"Q" contributes a "General Introduction" of some twenty pages, which we assume is an Introduction to the whole series. It certainly has charm of its own sufficient to call for its inclusion in every forthcoming volume. Following a beginning explanatory of (though in no sense an apology for) this new and newly conceived edition of Shakespeare, the editor plunges at once into a sweeping and fascinating survey of the whole range of Shakespearean criticism, and writes with sparkle and verve. The contrast between this and the usual sententious "introduction" is very marked; passages such as the following are common: ". . . we may see the alternate fascination and repulsion which agitated Pope reproduced in long exaggerating shadows across the evidence of Voltaire; who during his sojourn in England read Shakespeare voraciously, to imitate him sedulously; and went home to preach Shakespeare to Europe; until conscience constrained him to denounce the man for a buffoon and his works for a vast and horrible dung-hill in which the Gallic cock might perchance happen on a few pearls."

But the whole must be read, for extracts alone will not satisfy. And as becomes a skilled craftsman, the editor reserves his best for the concluding paragraphs. It is the ungrudging tribute of one master of words to the greatest of all.

"We trace this word play through such lines as—  
'The singing masons building roofs of gold,'  
and  
'Still quiring to the young-eyed cherubims,'  
to the commanding style of  
'Sleep that knits up the ravelled sleeve of care,'  
or of

'Men must endure

Their going hence even as their coming hither,  
Ripeness is all.'

and from command to tyranny, until in Antony and Cleopatra, for example, nouns scurry to do the work of verbs, adverbs and adjectives form fours, sentences sweat

and groan like porters with three things piled on one back, and not one dares mutiny any more than Ariel dares it against Prospero's most delicate bidding."

Mr. Wilson is responsible for the Textual Introduction, which again we imagine will be common to all future volumes of the series. As an editor of Shakespearean texts he is qualified by knowledge, sympathy, and predilection. His method of working, if not quite original, is most attractive in its novelty and arresting in its results. Briefly it consists in this: he accepts Mr. Pollard's dictum that the original MSS. were nearly all prompt copies; he takes the modern view of Shakespeare's punctuation as being essentially play-house punctuation; and finally he accepts without reserve the belief that the manuscript of Sir Thomas More now in the British Museum contains three pages of Shakespeare's actual handwriting. These beliefs form his simple armoury. "In short," he says, "we believe we know how Shakespeare wrote; we have a definite clue to his system of punctuation; we feel confident that often nothing but a compositor stands between us and the original manuscript; we can at time even creep into the compositor's skin and catch glimpses of the manuscript through his eyes. The door of Shakespeare's workshop stands ajar."

Exactly how this method works out in practice we propose to show later, but there is no doubt of the courage, or of the remarkable and minute care with which the editor has patiently examined line upon line and word upon word. These are seen in such statements as the following:

"A collection of abnormal spellings such as are to be found in the seventeen good quartos has been made by the textual editor."

and again

"A list of these (misprints) has been made and classified by the textual editor, and such a list shows us the kind of slips to which Shakespeare's pen was most prone."

and yet again

"When a passage in the text lies under strong suspicion of corruption, the suspect word or phrase should first of all be written out in Shakespearean script and Shakespearean spelling. This done, the right reading will often leap to the eye. . . ."

His *bona fides* are undoubted and who shall say that in the end the result is less authentic. It certainly is not less attractive.

To the play itself "Q" contributes a short introduction, in which after having dutifully summarised the evidence as to the date and occasion of the first appearance of the play and as to the sources of the plot, he passes, no doubt with relief, to a very remarkable exposition of the dramatic action and characters of "The Tempest." Here there is nothing traditional; much that is striking, and many passages of wonderful charm. Knowing our critic we are not altogether surprised at the following:

"Caliban has been over-philosophised by the critics (with Renan and Browning to support them)."

and without doubt "Q" is thinking of his beloved Cornish seaboard when he writes:

"Few have remarked how admirably significant as a set-off to Caliban is Stephano, type of his predestined conquerors, the tarry, racy, absolute British seaman, staggering through this Isle of Magic with a bottle, staring, hiccoughing back against Ariel's invisible harp

'The master, the swabber, the bos'n and I . . .'

in extremity to be counted on for the fine confused last word of our mercantile marine,

'Every man shift for all the rest.'"

And yet once again the master hand is shown, for the critic closes with a passage incomparable in its beauty, haunting in its appeal.



"The lights in the banquetting house are out; the Princess Elizabeth is dust; and as for the island conjured out of the sea for a night's entertainment—

'From that day forth the Isle has been  
By wandering sailors never seen.'

Ariel has nestled to the bat's back and slid away following summer or else 'following darkness like a dream.' But still this play abides after three hundred years, eloquent of Shakespeare's slow sunset through dream after dream of reconciliation; forcing tears not by 'pity and terror,' but by sheer beauty; with a royal sense of the world, how it passes away, with a catch at the heart surmising hope in what is to come. And still the sense is royal; we feel that we are greater than we know. So in the surge of our emotion, as on the surges surrounding Prospero's island, is blown a spray, a mist. Actually it dims our eyes; and as we brush it away, there rides on it a rainbow; and its colours are chastened wisdom, wistful charity; with forgiveness, tender ruth for all men and women growing older, and perennial trust in young love."

We turn finally to the play itself. The reader who is familiar with the more conventional texts at once remarks some notable departures. The play is printed as a continuous whole, traditional acts and scenes being ignored save for an occasional space on the page to indicate some definite change of scene; all the usual stage directions are included, together with others added by the editor, and the system of punctuation is dramatic rather than syntactical, for, believing that the "stops" of the original manuscript were in the main "actor's stops" the editor has evolved a simple system of stops whose main object is to achieve dramatic effect.

Changes and innovations so important must, of course, stand the full glare of criticism, though their benefit to the average reader is unquestioned. Yet in some measure the editor is not without authority, for even the great Dr. Johnson, as we are reminded, admitted that the plays originally were undoubtedly continuous and that the usually accepted divisions were the work of alien hands. The case for the added stage directions and the novel punctuation is, perhaps, more debatable, and the editor is no doubt prepared to meet considerable criticism, against some of which indeed he here defends himself with vigour. And his excuse is commendable, for it is that by these means he has been the more able to increase the appreciation of the ordinary reader and to visualise for him the actual setting of the play. "It should be remembered," he says, "that this edition is intended not for the Elizabethan actor, but for the modern reader, and that a play-book is a very different thing from a moving audible pageant."

This is the keynote of the text; it is Shakespeare for the modern reader, not merely for the student, but for the average man. To this end all is subordinated; thus the notes though scholarly are brief and severely explanatory, while the glossary—wonder of wonders—is without a single philological reference.

Pedants will no doubt champ and snort at this seeming irreverence, but for the editors "the play's the thing," and they have succeeded where others have failed, for here at last is Shakespeare for the plain man, who, aided by a few simple devices of punctuation and stage direction, may, in any place, solitary or crowded, enjoy for himself this the most charming of plays.

The volume is small and compact. "We have designed these volumes," says "Q," "for the pocket of the ordinary lover of Shakespeare." Our one fear is that the price—7s. 6d. net—is prohibitive. But perhaps in easier times we may welcome a cheap reprint costing pence instead of shillings, for it a book which should be in every college and school—yes, and in every home.

SILAS BIRCH.

## REVIEWS.

### Education.

THE NATION AND THE SCHOOLS: by Keith and Bagley. (The Macmillan Company. 13s. net.)

The sub-title of this book—"A Study in the Application of the Principle of Federal Aid to Education in the United States"—indicates that the subject matter has a more than usually local application. Yet we on this side of the Atlantic have a great deal to learn from the movement that is at present going on in the States in regard to nationalising education. We at home are a good deal afraid of increasing centralisation; the Americans are anxious to have more of it. Naturally they are unwilling to have their local interests dominated from a central office, but they feel that the financial responsibility needs to be more evenly distributed than it is at present. So long as education is recognised as a national service it can honestly claim to be nationally financed, and if this can be combined with local freedom the problem is satisfactorily solved. We on this side are in the middle of just such another problem, though our bias happens to be different from that in the States. Accordingly we read with interest what authorities such as Messrs. Keith and Bagley have to tell us about the conditions over there. Their conditions are no doubt different, but at least half of the present volume deals with matter of common interest. Chapters like those on *The Weakest Links* and on *Equalisation of Educational Opportunities* are full of useful suggestions for our own guidance. Those who have noted how frequently our educational developments have followed on lines laid down in the States will welcome this book, and profit by the data it provides.

J.A.

THE CHILD'S PATH TO FREEDOM: by Norman McMunn. (Bell and Sons. 2s. 6d. net.)

As a rule it is an objectionable practice to publish a new edition of a book under a new title; but in this case the change from "A Path of Freedom in the School" is justified, since the book is so radically altered as to be practically a new work. To all the inspiration the old edition supplied is now added the experience of six years of practical application of the theories expounded. That certain changes in the point of view have resulted is to be regarded with satisfaction, as indicating breadth of view and elasticity of mind. The very headings of the chapters—*Anticipation*; *Realisation*; and *The Call of the Future*—indicate the independent nature of the work. We are in the hands of an enthusiast who is not afraid to follow his arguments to their natural conclusion. He looks his facts in the face, and boldly accepts their implications. Further, a much more unusual quality in the enthusiast, he can stand criticism. He quotes critical objections raised against theories that he advocates, and replies to them effectively, but at the same time with a coolness and a breadth of view that is rare in works of this kind. It is not given to everyone to understand and apply such radical changes as are here suggested, but even the most conservative among us cannot fail to be stirred up to a certain warmth of interest by the contagion of the stimulus of these pages. We may not, for example, be prepared to go all the way with the author in his treatment of the *New Discipline*, or of the *Exit of Class Teaching*, but we cannot help being stirred out of our everyday complacency with things as they are. The supply of prophets in education is never excessive, though it may often be in advance of the demand. In any case, self-respecting teachers will welcome this challenging volume, and only those of the baser sort will be quite deaf to its appeal. J.A.

ABNORMAL PSYCHOLOGY AND EDUCATION: by Frank Watts. (Allen and Unwin. 7s. 6d. net.)

As in the case of Mr. McMunn's new edition, we have here an old book with a new title. The change is certainly justifiable in this case, since the old title—"Echo Personalities"—gave no adequate idea of its scope, and in many cases conveyed a wrong impression. Certain changes have been made. The chapters have been subdivided, and the chapter on the *Psychology of the Sub-normal Mind* has been cut out altogether, the author having taken it home for alteration and repairs. But though the text has suffered little alteration, the book as a whole is brought up to date. A great many things have come out since "Echo Personalities" appeared in 1918, and these are indicated in footnotes. The type and general get-up of the book are greatly improved, and altogether it deserves high commendation. We look forward with interest to Mr. Watts' further contributions.



The fact that Sir Edward Schafer has read the proofs and approves of the matter naturally gives the reader confidence in the text, so far as the physiology is concerned; but neither Sir Bampfylde nor Sir Edward leads us one step nearer the solution of the fundamental problem of the relation between mind and matter, intellect and brain. When it is asserted that "ideas, whether impression, record, or concept, are material things, and may be figured as clusters of brain cells, each representing a trait or feature of an impression," we are no farther forward. Even if we could correlate every individual idea with a particular nerve cell, we would be no nearer an understanding of the relation between thought and matter. Indeed, this materialising of ideas is only a modern variant of the reifying of old philosophers.

So long as the reader does not expect an explanation of fundamentals, we will not be disappointed in this book. It contains a great deal of valuable information very clearly and vigorously set forth. Educators, however, will have to make their own applications, for the part devoted to education is pitifully small. But as Sir Bampfylde sets up as his main purpose the stirring up of his readers to think for themselves, we educators cannot complain. In any case he gives us very ample material to work upon.

C.C.C.

THE SCIENCE OF OURSELVES: by Sir Bampfylde Fuller. (Frowde, and Hodder and Stoughton. 16s. net.)

This book represents the kind of thing we may expect as the exemplification of the spirit of Dr. Dewey's recent work on "Reconstruction in Philosophy." There is certainly none of the trammels of the old world thinking in these pages. If "our feelings and thoughts are nervous processes, owing their existence to evolutionary developments of the spinal cord and the brain," we agree that it is a view that is very hard to accept. The claim of the brain is no new thing, but why drag in the spinal cord? It is not through sheer perverseness; Sir Bampfylde knows quite clearly what he is about, and asks us to be patient with his investigation, pleading that what we want is truth, not sentiment. When he has completed his enquiry, he admits that the result is disillusionment, and if men really enjoyed their present self-ignorance he would be content to leave them to the pleasures of intellectual obscurantism. But observation shows him that men waste their possibilities of happiness; so he persists in his opening their eyes. What he does not make clear is how his enlightenment is going to make things pleasanter. He does not show how a physiological view of life will be an improvement on a philosophical.

MODERN ELEMENTARY SCHOOL PRACTICE: by Geo. E. Freeland. (Macmillan Company. 10s. net.)

In his introduction to this volume Professor O'Shea says that there are two methods of studying educational problems, the one microscopic, consisting in analysing problems and dealing with them in great detail, the other macroscopic, "the investigation according to scientific method of the educational process as a whole." It is from the macroscopic point of view that Prof. Freeland deals with his subject. The English reader who is familiar with the older fashioned text-books on elementary "School-management" will rub his eyes when he turns over these pages. Instead of finding a section given up to abstract discussion of more or less psychological foundations followed by a careful and indeed painful elaboration of the detailed methods of dealing with each of the subjects of the elementary curriculum, he is faced with big broad general principles that lend themselves to ready application to any part of the elementary teacher's work. More than a hundred pages are given up to a most attractive treatment of problems, and projects and motives, based upon interest and leading up to an excellent treatment of the doctrine of interest in actual practice. The good old subject chapters are reduced to two—one on *Selection and Evaluation in English*, the other on *Selection in Arithmetic and Spelling and Writing*. Even in these chapters the treatment is unfamiliar to our older-fashioned reader. The point of view is so conspicuously paidocentric—to fall to the barbaric level of the Stanley Hall nomenclature—that the reader is never left for a moment in doubt about whose interest is to be paramount in the class room whatever the subject under discussion. Not content with verbal help, Professor Freeland gives a number of photographs that indicate how his theories are applied. The principle of "individual-social balance," for example, is illustrated by a group of Seattle school girls of whom we are told "Each girl made her own dress: no two dresses are alike:

yet the social motive played a large part, and the ability to make one's own dress had a distinct social value." The dramatic method, and the writing of verse get sympathetic treatment, and the mysterious, and to us rather terrifying plan of teaching by "projects" is illustrated in such a way as to reassure us about the possibility of applying the plan and still retaining something resembling a systematic scheme of instruction. The possibility of transliterating an American text into English equivalents is one of the most important points in estimating the value of a transatlantic book to our readers. Professor Freeland's book stands this test uncommonly well.

J. A.

THE AMERICAN COLLEGES AND UNIVERSITIES IN THE GREAT WAR: by Charles F. Thwing. (Macmillan Company. 18s. net.)

This handsome volume is a fitting memorial of the academic contribution of America to the Great War. It gathers together a good deal of information that would otherwise soon have got dissipated and have gone for ever past recall. Naturally its contents are of mixed merit and importance. A good deal of the text is taken up with quotation from various persons who have recorded their experiences, and these are often of great interest and significance. The title page boldly claims that this book is "A History," but the purist will have his doubts. *The Spirit of the Student Soldier, The Sciences and the Scientists, The Religion of the Student Soldier*, are all very interesting and important; but they are hardly history. The chapter on *International Relations* is particularly good. The work is done on an emotional plane, as is right and proper; but the emotion is not allowed to throw over the traces. There is a becoming restraint that is pleasing to the sympathetic but critical reader. S. K.

### English.

A HISTORY OF ENGLISH LITERATURE: by W. A. Neilson, Ph.D., LL.D., and A. H. Thorndike, Ph.D., L.H.D. (The Macmillan Company, New York. 450 pp. 14s. net.)

A history of English literature on the scale of the present work has doubtless some uses; it has, however, some dangers. Of the latter, the authors—two American professors of English literature—show a due sense when they state in the preface that the book aims at "the avoidance of the usual mass of non-significant facts and dates and second-hand criticism in favour of an effort to bring the student into immediate contact with great works and authors."

Notwithstanding this, an indifferent student may learn from this book alone the correct thing to say about any of our classical writers without having read a line of them, and one is inclined to regret that this particular kind of intellectual dishonesty is made so possible for young students. Our English practice of setting beginners to study definite standard works rather than "periods" of literary history is, we think, both safer and more formative; in matters of literary opinion we should inculcate Touchstone's frankness: "A poor thing, but *mine own*."

The criticism and comments in the book are sound and on generally accepted lines, and the authors do not obtrude their personal views. A few selections from standard authors are given—these, too, are such as are commonly found in similar books. One might have expected to see in an American book Burke represented by some portion of his "Letter to the Sheriffs of Bristol" or his "Speech on American Taxation" rather than by the passage on Marie Antoinette, or Dr. Johnson represented—in a book on literature—by a passage from his preface to Shakespeare, of which Birrell says, "Where are we to find better sense or much better English." This would be a welcome change from the Chesterfield letter.

Each chapter concludes with a carefully selected and representative list of books as "Guides to Study," some questions and topics for oral and written composition, which constitute the most valuable part of the book, while a chronological table and a literary map of England add to its usefulness.

An error in the dates regarding William Tyndale (p. 83) has escaped the notice of the revisers.

A. J. G.

HOME AND SCHOOL EXERCISES IN COMPOSITION THROUGH READING: by F. Pickles, M.A., and John E. Pickles, M.A., B.Sc. (Dent and Sons. 2s. 6d. net.)

A series of about twenty extracts, with exercises based on them, chosen with the object of emphasizing, at this stage, the importance of the "fitting phrase." A useful book in the hands of a sensible teacher.

THOMAS OF READING AND JOHN WINCHCOMBE: by Thomas Deloney. Edited by W. M. D. Rouse, Litt.D. (Blackie.)

This is an excellent small edition (slightly curtailed) of two most amusing stories written in the time of Elizabeth. They are invaluable for the light they shed on ordinary people of the period. The respect in which solid tradesmen and craftsmen were held, the point of view from which the employment of children was regarded, the customs and badinage of the period, the impression made by Cardinal Wolsey on "the man in the street," all come out vividly in these pages.

An interesting point may be noted in the story (obviously traditional) of Queen Katherine of Aragon mustering forces to march north at the time of Flodden Field. The words put into her mouth are just such as might have been spoken by her daughter, both on account of their fearless directness and of what one can only call a kind of righteous ferocity—which did not, however, in the least disturb her hearers or the author, who writes of her (in Queen Elizabeth's reign) with hearty admiration.

### French.

CAMBRIDGE PLAIN TEXTS: Lamartine, Méditations; Bossuet, Oraison Funèbre; De Musset, Carmosine; Gautier, Ménagerie Intime; Dumas, Histoire de mes Bêtes. (Cambridge University Press. 1s. 3d. net each volume.)

Excellent pocket editions, light and handy, beautifully printed on good paper, and strongly bound.

CHILDREN'S BOOKS: Gulliver à Lilliput; by Marcel Jeanjean (2 f.). Notre Alphabet; by J. M. Porta (2 f.).

The former consists of amusing, full page coloured illustrations, with a line or two of explanatory text beneath; the latter, for very little ones, assigns a picture and an alliterative legend to each highly coloured letter of the alphabet.

La Fille du Bûcheron; by Mme. Louis Hourtiq (1 f. 25). Tells two folk tales, one Indian, the other German. The type is excellent, and the two full page illustrations are very strikingly and admirably coloured. All three volumes are published by Hachette et Cie.

### Mathematics.

VOCATIONAL MATHEMATICS: by W. H. Dooley, revised by A. Ritchie Scott. (D. C. Heath and Co. 5s. net.)

This book was originally published in America but is now adapted for English use. It is refreshing in many ways, notably in its very frank utilitarian appeal. Here the teacher will find mathematics for carpentering, building, metal work, and engineering, and many other topics set out in separate chapters. All teachers of "practical" mathematics as at present taught are aware of the tendency of their work to become stereotyped and lifeless, and the teacher who fears this will find something new in the present book. It might well be on every teacher's reference shelf.

EXERCISES FROM ELEMENTARY ALGEBRA: by C. Godfrey and A. W. Siddons. Vols. I and II, complete, with answers. 7s. 6d. net. (Cambridge University Press.)

These will be found useful by those teachers who want a less expensive book than Godfrey and Siddons' "Elementary Algebra." The exercises are identical with those in the first edition of that book, except that a few questions have been added to the sets, a few new sets appear and some re-wrote revision papers. Exercise 3e has been recast and 16i becomes 16j.

ELEMENTARY APPLIED MATHEMATICS, A PRACTICAL COURSE FOR GENERAL STUDENTS: by W. P. Webber, Ph.D., Professor of Mathematics at Pittsburg. pp. 115. 7s. 6d. net. (Messrs. Chapman and Hall, Ltd.)

The contents of this book are as refreshing as the Contents Table is surprising. Chapters I and II recapitulate the results of school algebra and geometry up to Quadratic Equations and Proportion respectively. Chapters III and IV on "Methods of Calculation," after a short historical introduction, deal with logarithms and graphs. Chapter V is on Variation, VI on simple drawing problems and trigonometrical ratios, and VII on graphs from equations and easy equations from graphs. Percentage is applied in Chapter VIII to compound interest and annuities, and in Chapter IX to the analysis of foods. The book closes with two chapters on keeping accounts and on interpolations with tables. The author's aim is to supply general students with enough mathematics for everyday life. Mathematical

courses for non-specialists are apt to end in air. At elementary schools mathematics leads up to the secondary school course, at secondary schools to the physics course; the "subject also has its use in everyday affairs" is usually added to this specification. But, after all, are we ever shown how it comes in? Dr. Webber shows us how very efficiently. His book is scholarly without being academic. We were indeed surprised after reading the book to find he was a University professor. He has written a new book on a new subject and it should be heartily commended to the notice of continuation school, and in particular to girls' secondary school, teachers.

THE ELEMENTS OF PLANE GEOMETRY: by Charles Davison, D.Sc. 10s. net. (Cambridge University Press.)

This book contains 115 propositions from the beginning of the subject up to Ceva and Menelaus. There are some 1,500 examples in batches of five, mostly theoretical ones. The book closes with thirty problem papers. Perhaps it strikes a note of thoroughness rather than one of originality.

PURE MATHEMATICS FOR ENGINEERS: by S. B. Gates, B.A. (Royal Aircraft Establishment). Vols. I and II. (Hodder and Stoughton.)

Interest in mathematical problems was in olden times a theoretical one. Perhaps on this account its devotees were collected from a class of men with what might loosely be called "medieval" minds. There was a beauty for them in the building of a structure of abstract thought, their care was to secure its foundations and to make its logic at all points watertight. Their tradition outlasted them and till pre-war times it led to the production of simplified developments of the several subjects of mathematics. In many cases the foundations were no longer secure and the logic far from watertight, but the style of architecture has suffered little change.

The practical man is now with us. One look must suffice. He wants to present compactly mathematical results for the use of many who have no interest in the subject. His text book must be lucid or his students will have no chance of acquiring that understanding that is required for use. It must be short or it will tire them. How shall he write?

A list of results with problems illustrative of their use first suggests itself? But will not this overburden the memory? Then proofs? But these, long and intricate, call for too much patience. How shall he compromise? Present what will satisfy the student as a proof. There is the solution! This expedient has much to commend it. Mathematical results cannot be treated as sacred mysteries, but what the swine may trample will not be pearls.

As for Mr. Gates, he is lucid. His compromise is, on the whole, well effected. We incline to think, however, that even less "proof" would satisfy his student. On page 98, Vol. I, for instance, to prove the Binomial Theorem he introduces permutations and combinations, matters neither of interest nor use to his engineer. Might not this result be obtained by generalising from a few special cases? Again, in the exponential, we think that he follows too closely the classical "proofs." Vol. II deals with the usual subjects of an elementary treatise on the calculus and closes with a chapter on units and dimensions, in which the author claims to be indebted to Love's "Mechanics."

GENERAL MATHEMATICS: by Raleigh Schorling (New York) and William David Reeve (Minnesota). pp. xvi + 488. 7s. net. (Ginn and Co.)

The preface to this book puts us in a critical frame of mind. The authors' purpose "to obtain a vital, modern scholarly course in introductory mathematics that may serve to give such a careful training in quantitative thinking and expression as well informed citizens of a democracy should possess."

The 488 pages take us up to logarithms and quadratic equations and contain very full sections on the application of equations to geometrical magnitudes, on easy manipulation, graphs and formulæ. No answers are given to the masses of examples and sets are not numbered. Measured quantitatively, in our experience, teachers will nowhere find such value for money. We may add that the book is a new one—fresh in selection and arrangement, but it is difficult to imagine for what class of pupils it is intended. Cheap and short books are best for beginners with the main route well staked out, and this again is too elementary for secondary schools. We feel that the time has come for the reduction—not the extension—of the algebra book and that this one, like many of its predecessors, contains too high a "safety factor of deadwood."

**Chemistry.**

RECENT ADVANCES IN ORGANIC CHEMISTRY: by Alfred W. Stewart, D.Sc. (Longmans, Green and Co., Ltd. pp. xvi+360. 21s. net.)

The present is the fourth edition of the book, which alone is a tribute to its usefulness and originality. It is always a difficult task in a work of this kind to know what to omit. The author has made a very good selection and it is an index of the present trend of organic chemistry to find that, of the groups of compounds selected, nearly all are directly associated with animal and vegetable life. Thus after an introduction in which he refers to the still unsolved problems associated with cellulose, follow chapters on the Terpenes, Rubber, Alkaloids, the Chlorophyll problem, the Autochyanins and the Polypeptides. Most of these are well done. They are not mere compilations of original papers, but everywhere the author's individuality and critical powers are brought to bear. The result is that the chapters, in spite of the complex matter they contain, are very readable, the clearness of the formulæ greatly contributing. One of the best chapters in the book, "Theories of the Natural Synthesis of Vital Products," is written partly with Professor Norman Collie, whose views are highly original and suggestive. Trivalent carbon, other elements exhibiting abnormal valency, modern formulæ and their failings, are next considered, and a final chapter very appropriately is devoted to "Some unsolved problems."

The book is essentially one for the advanced student. To the biochemist and the research worker it cannot fail to be stimulating. It shows us that we must, in the light of our knowledge of, for example, cellulose and the magnesium atom in chlorophyll, modify the old rigid ideas of molecular structure in favour of something more labile and elastic and that chemistry needs the original thinker who can point a way through the vast accumulation of facts already to hand even more than the discoverer of new knowledge. C.D.

PRACTICAL BIOLOGICAL CHEMISTRY: by Gabriel Bertrand and Pierre Thomas. Translated by H. A. Colwell, M.B. (G. Bell and Sons, Ltd. pp. xxxii+348. 10s. 6d. net.)

In his preface the translator refers to the increasing importance of biological methods and processes and to the wide

field covered by this book. Professor Bertrand, of the Institut Pasteur, is a master of biochemical technique, and the methods he gives are very well chosen, and in many cases the work of himself and his co-workers. The book is divided into two parts—Statics and Dynamics. The first, in sixteen chapters, treats of analytical methods, sugars, fatty acids, essential oils, alkaloids, proteins and pigments. Exact instructions are given for preparing and using the various re-agents, and a number of interesting processes are given, e.g., the detection of copper in such fluids as snail's blood, preparation of the benzoic acetal of mannitol, etc. The second part contains seven chapters dealing with enzymes, classified as hydrolases, oxidases and clastases, followed by the elements of micro-biology, fermentation, and synthetic phenomena. This part is excellently done and well illustrated.

The work is extremely practical, just sufficient introduction being given, when necessary, to explain the principles involved. The translator in "his efforts to preserve the conciseness and lucidity of expression which mark the original work" has been generally successful. Such a rendering, however, as the following instruction for using a burette, viz.: "always take care that the line of vision just cuts the bottom of the meniscus at the top of the fluid" is not very happy.

The book will be very useful to the biological chemist and to the student preparing for examination in this branch of chemistry.

**Science.**

SCHOOL HYGIENE AND THE LAWS OF HEALTH: by Charles Porter. Fifth Edition. (Longmans, Green and Co. 6s. 6d.)

This book, which has been deservedly popular with lecturers and students, has been revised in accordance with the new syllabus issued by the Board of Education for the Teachers' Certificate. Most of the old chapters have been retained intact and some new ones have been added. It continues to be one of the most useful books for this particular examination.

*All Teachers should see the New School Magazine—*

## "CURRENT EVENTS"

**Published Monthly. Price 2d.**

A specimen copy will be sent on application to the Publishers. The first number (March 1921) has been warmly welcomed. Here are some extracts from letters:

"We thank you so much for the nice newspaper. I think it is very interesting."—  
MOLLIE PROCTOR (Representing the Preparatory).

"We all thank you very much for bringing out this interesting paper. We are very pleased to find something in it about India. I hope your paper will be a great success."—  
DAPHNE ROY DAVIS (Representing the Junior School.)

"I have seen with great interest your first number of 'Current Events.' I wish every success to such a fine idea."

"My warmest congratulations on your 'Current Events.' It is just what is needed in the schools."

"If your subsequent issues are as interesting as No. 1, the paper should be of invaluable help to boys in the Upper Forms of any school. Please forward 50 copies of the March number."

A copy of "CURRENT EVENTS" will be found in this number of *The Educational Times*. Extra copies may be ordered from the Publishers, 31, Museum Street, W.C.1. Fifty copies and over sent post free.

**Music.****MUSIC AND YOUTH.**

We have received from Messrs. Evans Bros., Montague House, Russell Square, London, the first two numbers of a new musical monthly, bearing the title "Music and Youth." The magazine is exceedingly well printed, and at the modest price of sixpence is excellent value. Its aim is to provide information and hints for young students, and the contents are sure to appeal to boys and girls, while teachers will find in them many valuable suggestions. The editor is Miss E. M. G. Reed, who is helped by an Editorial Board, which includes Professor Stewart Macpherson, Messrs. Frank Bonner, Walter Carroll, T. F. Dunhill, and A. J. Hadrill, with Miss Katharine Eggar, Miss Nancy Gilford and Miss Nellie Holland. With this skilful and experienced body of musicians to direct the enterprise success should be assured, and certainly it is promised by the contents of these first numbers, which include all sorts of pleasant and interesting features—compositions for beginners, stories of great musicians, easy lessons on theory, descriptions of instruments, and prize competitions. R.

**MUSIC AND THE ROMANTIC MOVEMENT IN FRANCE:** by Arthur Ware Locke. (Kegan Paul. 4s. 6d.)

This is such an interesting exposition of the romantic movement that one regrets its limitations to France: true, this limitation allows the author to deal fully with the rather forgotten opera writers, such as Herold, Auber, and Mehul; Berlioz is also the subject of a considerable essay, and from the inclusion of Chopin and Liszt we can see that the author deals with music produced in France, and not merely with that by French composers. Yet the story seems somewhat incomplete, and the short chapter on German influence does not altogether fill the gap. The book as a whole is full of valuable matter, and special commendation may be offered to its two opening chapters, because they enable us to see the essentials in which romance music differs from that of earlier schools, and offer some definition of a rather elusive term.

**Commerce.****BOOK-KEEPING FOR COMMERCIAL AND SECONDARY SCHOOLS:** by C. H. Kirton. (Sir Isaac Pitman and Sons. 6s. net.)

Mr. Kirton we have known as a careful and patient teacher, and his facility for clear exposition is apparent in the present book. Our only fear is that he has included too much and gives all too little space for the exercises which, after all, should form the bulk of such a book as this intended for the use of students in class. Yet the book can be recommended both as a complement to the author's "Book-keeping Teachers' Manual" and for its own sake, and the fact that it is written with a certain ingenuous gravity of style should not obscure its real merits.

**History.****THE MAKING OF EUROPE.** A Geographic Treatment of the Historical Development of Europe: by W. H. Barker and W. Rees. (A. and C. Black. 6s.)

This is a book which should be welcome. It should fill a gap long noticeable in our school books. Here we find a clear exposition of Early, Mediæval, and Modern Europe, and of post-War Europe, illustrated by some forty excellent sketch maps. Teachers of history and geography alike would do well to add this to their shelf of books in constant use. Suitable questions for written answers will be found at the end of each chapter.

**ENGLISH WAYFARING LIFE IN THE MIDDLE AGES (Fourteenth Century):** by J. J. Jusserand. Translated from the French by Lucy Toulmin Smith. A new edition, revised and enlarged by the author. (T. Fisher Unwin, Ltd. 25s. net.)

A second and third impression within the year of publication followed the first edition of this admirable book, and the ninth and last impression appeared in 1909. The present handsome and finely printed volume forms a second edition and "has supplied the occasion for a revision of the text, with numerous corrections and additions," as stated by the author in a prefatory postscript dated "Washington, 1920." The first edition comprised 451 pages, the present edition 464; and to the original sixty-one illustrations, mostly process reproductions of fourteenth century MSS. and old prints, seven fresh ones have been added.

The chapter on "The Ordinary Traveller and the Casual Passer-by" has been expanded by five pages. Chapters entitled "Security of the Roads," "Outlaws, Wandering Workmen, and Peasants out of Bond," have each a page or two of additional matter. To "Pilgrims and Pilgrimages" fourteen pages have been added, and the index is enlarged by some 250 additional references. On the other hand certain chapters have been slightly compressed, namely, "Herbalists, Charlatans, Minstrels, Jugglers, and Tumblers," "Messengers, Itinerant Merchants, and Pedlars," "Wandering Preachers and Friars," and "The Pardoners."

The excellence and transmitted charm of the translation needs no praise from any reviewer to-day. S. T. H. P.

**HEROES OF ALL TIME**—George Stephenson: by Ruth Maxwell. G. G. Harrap. 2s. net.)

Messrs. Harrap are to be complimented upon this new and cheap series of biographies for schools. It deals with "Heroes" of all ages and countries, and it is pleasant to note the inclusion of George Stephenson in this wondrous gallery, though we are surprised to find that his life has been summarised by a woman. Though indebted largely to the larger work of Samuel Smiles, the compiler has produced an attractive and readable account. We shall look for the inclusion of more "industrial" biographies in this series.

**A HISTORY OF GREAT BRITAIN.** Part III, 1710—1919: by James Munro. 416 pp. (Oliver and Boyd. 4s. 6d. net.)

This is a clear and well-balanced narrative, the chief merit of which is its up-to-date character. For example, National Guilds, the Workers' Educational Association, the League of Nations, the Triple Alliance, and in the trade union world, the Montagu Report, the new constitution of the Labour Party, each receive brief mention. This is a step in the right direction. There are maps and illustrations (some of the portraits are characterless), a time-chart, and a list of historical novels dealing with the period, but not going later than the middle of the nineteenth century. C. H. C. O.

**A BRIEF SKETCH OF SOCIAL AND INDUSTRIAL HISTORY:** by Edward Cressy. 222 pp. (Macmillan.)

This is one of the Life and Work Series, designed for central and continuation schools. It is a shorter and simpler version of the author's "Outline of Industrial History." Three-quarters of the book is devoted to the last two centuries. There are time-charts, illustrations, and questions and exercises on each chapter. The book should serve its purpose well.

**A GRAPHIC HISTORY OF THE UNITED STATES:** by Waddy Thompson and Estelle Ross. 320 pp. (Harrap. 3s. 6d. net.)

This is an attractively written book for young readers, the facts of American history being grouped round outstanding historical characters, so that the latter will become centres of historical interest. There are some interesting illustrations, but too many of the usual characterless portraits.

**THE NEW WORLD HISTORY SERIES:** General Editor, Bernard Lord Manning, M.A.

Book 1.—To 1485: by Eileen Power. 2s. 9d.

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These are four excellent books, and form a complete series covering the usual range of English history. Each book is written with knowledge and enthusiasm, while the excellent authentic illustrations, portraits, and maps enhance the value of the text.

**A SHORT HISTORY OF THE UNITED STATES:** by Edgar E. Brandon. (Dent. 192pp. 4s. 6d. net.)

Mr. Brandon is Dean of Miami University, Ohio, and his aim is to present a narrative which, while obviously American in spirit, may yet, by a certain judiciousness of statement, attract the sympathetic attention of non-American readers. Note, for example, certain expressions in this passage on the Revolution:

It is apparent that a large body of English citizens far removed from the homeland, possessing the tradition of self-government, which was only intensified by their new surroundings, where every circumstance favoured the development of democratic tendencies, would yield with little grace, if they did not openly resent an imperial rule imposed by a reactionary Government controlled, as was the England of that day, by a King of German descent who was not imbued with English parliamentary traditions, and by an aristocracy of birth and trade which was selfishly bent upon its own personal and financial aggrandisement.

Hence the sixteen chapters on the Constitution, Monroe Doctrine, Slavery, War of Secession, Spanish-American War, Political and Social Development since 1865, Panama Canal, and the "Great European War," etc., read like lucid and interesting lectures to upper forms on our side of the water; and, for such a purpose, they are excellent. F. J. G.

READINGS IN ENGLISH SOCIAL HISTORY-- Vol. I to 1272 A.D., Vol. II, 1272—1485: by R. B. Morgan, M.Litt. (Cambridge University Press. 4s. net.)

The two volumes are a useful and interesting selection from contemporary writers of pen-pictures of the country and its inhabitants throughout the centuries. Short notes on the sources are given, and the illustrations and *fac-simile* reproductions add to the value of the books.

THE ANCIENT WORLD: THE EASTERN EMPIRES, GREECE, ROME: by Albert Malet. Translated from the French by Phyllis W. Smith, (Hodder and Stoughton. 312pp. 5s. net.)

In his lively account of Egypt, Chaldœa, Phœnicia, Persia, Greece, and Rome, the author calls in the aid of a hundred illustrations; and he introduces a sort of anecdotal colour as often as possible. For example, here is a glimpse of the early Greeks:

Costume was very simple, and is known to us from the advice which the poet Hesiod gave for the winter. They were shod "with strong pieces of leather, lined with slippers of wool." They wore a long tunic. Goatskins stitched together with ox sinews formed a covering for the shoulders and a protection from the rain. "Yet also," says the poet, "a woollen cap, to wrap up your head and keep the damp from your ears." This costume recalls that worn to-day by peasants in the Balkan mountains. . . . One can easily picture the primitive Greek chiefs, when one has seen a Serbian noble driving the plough, going down to the cellar, and superintending the cooking, and all with the air of a king entertaining another king.

In this manner M. Malet gives picturesque sketches of ancient Babylon, Phœnician traders, Persian palaces, Greek gods, Roman wars, and the rest, down to the Pax Romana and the death of Theodosius. Miss Smith, the translator, has used the book in teaching first year Froebel students at the Maria Grey Training College. One may safely conjecture the students were never bored. F. J. G.

A SHORT HISTORY OF THE EXPANSION OF THE BRITISH EMPIRE 1500—1920: by William H. Woodward. 4th edition. (Cambridge University Press. 352pp. 6s. 6d. net.)

Ten good maps, an ample chronological summary of British possessions, and a great fulness of detail, methodically arranged, lend value to this series of twelve chapters on Period of Preparation (1497—1558), Elizabethan Age, the Colonization of 1603—1660, the Mercantile Interest (1660—1740), Canada, India, Australasia, etc. The concluding pages contain a note on the curious decline of English interest in the Colonies in the third quarter of the 19th century, and the revival of 1875—1885:

The visit of the Prince of Wales to India (1875) seems to indicate a turning point in sentiment both in England and in her daughter communities. . . . Two books of differing worth, Froude's "Oceana," and Seeley's "Expansion of England"—both thoroughly distasteful to the older school—preceded very shortly the sudden intervention of Germany and France in the field of extra-European development (1884). In Africa, farther India, and the Pacific it was demonstrated that other Powers prized Colonial possession. South Africa and Australia became alarmed. Surprise was frankly confessed at home that the Australians cared at all about New Guinea. In 1885 the Berlin Conference determined the sphere of influence of the chief European Powers in Africa. From that year dates the growth of a new Imperialist sense.

Whichever view of Imperial policy one may take nowadays, this reaction of 1875—1885 needs study and interpretation. Four or five final pages touch on the world-war, but Mr. Woodward refrains from speculating on the possible results to the vast British confederacy. F. J. G.

GREAT BRITAIN IN THE LATEST AGE, FROM LAISSEZ FAIRE TO STATE CONTROL: by A. S. Turberville and F. A. Howe. (Murray. 342pp. 7s. 6d. net.)

We can at least say for the authors that they have chosen live topics from a very live period, namely, that between the Industrial Revolution and 1918. The young soldiers who, in

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The text is **profusely illustrated** with photographs from aeroplanes and explanatory diagrams, no pains having been spared in the endeavour to produce a book which should inspire in the pupil a desire to read it for himself. Each chapter is followed by a number of exercises, directed towards the arousing of discussions in class to vary the monotony of "lectures" or the routine of reproducing maps and charts.

The pupil who has mastered the contents of this book will have acquired an ample store of **General Knowledge**. The book, in short, is designed, as the title indicates, to **broaden the outlook** of the pupil, not only on life generally, but also on a variety of other subjects besides Geography in the school curriculum.

The Publishers hope to issue **The Broad Outlook** on or before March 29th. This book meets a known requirement, and judging from the number of applications for specimen copies already received it will be received with enthusiasm. Therefore, in order to be sure of seeing a free specimen copy of the book whilst the opportunity is offered, please make your application now.

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the early days of 1919, listened to lectures by Messrs. Turberville and Howe on these subjects of capital and labour, poverty and unemployment, machinery, Imperial expansion, foreign policy, constitutional development, education, literature, etc., certainly learned history on happier lines than their parents had done. The authors are contented to write in a sober newspaper style. Thus they say of music :

The revival in Church music has only been one feature in a remarkable advance, dating from about 1890, towards higher and much more catholic tastes, much more widely diffused throughout the community. The programmes of the promenade concerts at the Queen's Hall, which were started in 1895, are most eloquent evidence of this advance. The "popular" programme to-day is more advanced than the "classical" programme of the early days. Another notable illustration has been the forming of numerous new orchestras, from that of the Scottish Orchestra in 1891 to that of the New Symphony Orchestra in 1908.

But what the reader loses in fireworks he gains in solid information, plenty of it, and clearly presented. Economic questions cover a very large part of the ground. It is a novelty to find in a popular history such notes as these :—

In 1881, following the publication of Henry George's advocacy of the single tax on rent in lieu of all existing taxes, Alfred Russel Wallace founded a Land Nationalisation Society, the principle of which was a few years later formally adopted by a Trade Union Congress. In 1881, again, Morris and Hyndman founded their Social Democratic Federation. The public mind was being stirred to a realisation of the "slum problem," of the close juxtaposition in London and other great towns, often in adjoining streets, of ostentatious wealth and the most abject poverty.

And room is provided for references to Guild Socialism, Whitley Committees, National Insurance, and the industrial position of women. The general result is that a quiet conscientious and capable review of social conditions is accomplished, both on the side of the material factors and on the side of the intellectual and artistic. The authors are justified in claiming that the sort of history which they offer to the student not only illumines the theme of "Civics," but is a vital necessity to it, and we heartily wish their enterprise good speed.

F. J. G.

**A SHORT HISTORY OF RUSSIA : FOR PUBLIC, ELEMENTARY, AND URBAN SCHOOLS, AND FOR JUNIOR CLASSES OF MIDDLE EDUCATIONAL INSTITUTIONS :** by A. R. Ephimenko. Translated by H. Moore. Maps and illustrations. (S.P.C.K. 158 pp.)

Written in 1912, Prof. Ephimenko's twenty-two brief chapters give a conventional but not uninteresting account of about a thousand years' happenings, and a concise eight page appendix by Mr. Moore covers the period 1881—1917. The story runs through the usual series of wars, annexations, and Tsars, with the usual scanty—very scanty—glimpses of the vast mass of the Russian people and their patient day-labour. But the book helps one, by its defects, to perceive how immature has hitherto been the national consciousness and how little Russians themselves have realised their latent capacities, or their place in the world evolution. Mr. Moore's notes are numerous, and often teach us more than the text. For instance, Prof. Ephimenko's allusions to Poland are somewhat casual. Mr. Moore fills the gap by a note on the wide expansion of Polish power in the 14th, 15th, and 16th centuries, and he adds :

Poland-Lithuania was a far greater and more highly civilised State than Moscovite Russia, stretching from the Baltic to the Dniester, and from ninety miles east of Berlin to 150 miles west of Moscow. It would not be too much to say that European Russia at the beginning of the twentieth century consisted chiefly of its fragments.

A highly significant remark.

F. J. G.

### Geography.

**CAMBRIDGE GEOGRAPHICAL READERS :** edited by G. F. Bosworth. Book V. The British Empire. (Cambridge University Press. 4s. 6d.)

This book is very pleasant reading. It is marred by no pseudo-scientific attempts to find "causes" and "reasons," but conveys a wealth of information in as pleasant a manner as possible. This after all is one aspect of elementary geography which those who would glorify it into a science are so prone to forget. The illustrations are particularly pleasing, and the price for a book of this character is not exorbitant.

**OPEN-AIR GEOGRAPHY AND TOPOGRAPHICAL MODELLING :** by J. W. T. Vinall and G. L. Snaith. (Blackie and Son. 5s. net.)

This is a very useful book, resulting from the collaboration of an art teacher and a science teacher, and is prefaced by a "Foreword" from the Headmaster of Sherborne School. It deals with surveying and surveying instruments, with panorama sketching, and with modelling. It should be useful for Army Classes and Cadet Units in secondary schools.

**THE PROGRESS TO GEOGRAPHY :** edited by Richard Wilson  
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Stage III. Myself and my Country. 3s. 6d.  
Stage IV. The British World. 4s.  
(Macmillan and Co.)

Mr. Wilson knows the needs of the elementary school, and knows also how to supply them. The books before us are excellent in content and in appearance. They need but to be seen to be popular.

**FIRST LESSONS IN GEOGRAPHY :** by E. Marsden and T. A. Smith. (Macmillan and Co.)

The merit of this little book is its simplicity and unpretentious nature. Much of the earlier part might well be omitted as being better done orally by the class-teacher, but most teachers will find something useful in the book. Though the illustrations appear to be mainly from the publisher's collection of ancient woodcuts, the maps on the other hand are new and particularly good.

**COMPASSING THE VAST GLOBE. Vol II. The Common World of Common Folk :** by E. G. R. Taylor. (Constable and Co. 2s. 3d. net.)

The first volume of this series, edited by Dr. Unstead and Mr. Taylor, has already received notice in these columns. In Volume II Mr. Taylor conveys a fair amount of interesting information, illustrated by numerous black and white sketches which can hardly be said to add to the value of the book, but this may perhaps be a defect due to the execrable character of the paper upon which the book is printed. We think the elementary school is worthy of better treatment than the production of this book would suggest.

**THE KINGSWAY SERIES : GEOGRAPHY OF THE HOMELAND :** by R. J. Finch. (Evans Bros. 4s. 6d. net.)

This book is produced with Mr. Finch's usual care. It might equally well receive the old-fashioned title of the Geography of the British Isles, for this comprises its contents, though Ireland receives short shift and is dismissed in some fifteen pages. We presume that it is written entirely for teachers, but even so its manner is somewhat pedagogic, especially in the earlier chapters. It may be pleasant to the writer to talk thus to an imaginary class, but it is apt to bore the reader. Yet the book as a whole contains some good things and is distinctly up-to-date in its terminology with its "Gap towns" and its "Rift valleys" and others not known in our youth. It includes some good air-photographs, though that of London needs to be on a larger scale.

**HISTORICAL GEOGRAPHY OF BRITAIN AND THE BRITISH EMPIRE. Book II. 1800 to Present Day :** by T. Franklin. (W. and A. K. Johnston, Ltd., Edinburgh. 2s. net.)

Mr. Franklin continues to compile elementary text-books with industry and zeal in numerous and diverse subjects. The book before us is typical of his careful if uninspired method. Thus he will give you the Industrial Revolution (in sixteen pages), the development of India (in twenty-three pages), "The Empire's Great Test" (in twelve pages), and "Sea Power" (in nine pages). No theme is apparent in the treatment (though one is indicated in the preface) and the compiler endeavouring to be comprehensive falls into the usual snare of superficiality and discursiveness. We are compelled to think that Mr. Franklin has attempted a task which should have been left to a historian of greater repute.

**ORDNANCE SURVEY MAPS—THEIR MEANING AND USE :** by M. I. Newbigin. (W. and A. K. Johnston. 2s. net.)

This useful book has in its second edition been brought up to date in connection with the new proposals of the Ordnance Survey Department. No teacher of geography can afford to be without this little volume, which is produced with the thoroughness and care characteristic of Dr. Newbigin's work.

(Continued on page 194.)



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VISUAL GEOGRAPHY OF THE BRITISH ISLES: by Agnes Nightingale. (Black. 1s.)

Forty-six outline illustrations and seventeen sketch-maps for colouring.

NOTES ON GEOLOGICAL MAP READING: by Alfred Harker. 63 pp. (Heffer, Cambridge. 3s. 6d.)

There are many good books such as Miss Newbigin's, on the reading of ordinary topographical Ordnance Survey Maps, but the Geological Survey Map presents special difficulties to the uninitiated. This pamphlet is an excellent guide to reading them, and will be invaluable to schools which do local regional work, as all schools should. Mr. Harker reduces the geological map to the simplest terms by the device of reckoning slopes and dips as gradients; and the technicalities of strata with constant strike and dip, with constant strike but varying dip, and with varying strike, are made easy by forty illustrative diagrams.

OUTDOOR GEOGRAPHY: by Herbert Hatch. (Blackie and Son. 3s. 6d.)

This is a well-arranged collection of geographical exercises suitable for the open air. The sections on the sky, the weather, maps and plans, heights and contours, are concise and fairly accurate, but those on land and sea, and on human geography, are too sketchy to be of much use. The section on "Correlation with English Literature" seems, however, out of place in such a book, and indeed strikes one as being rather grotesque. In asking a class to learn a tag from Wordsworth, such as—

"Continuous as the stars that shine  
And twinkle on the milky way"—

following a geography lesson on stars, which seems to be the author's intention, we see, not "correlation," but utter and farcical incongruity; yet the compiler solemnly gives us thirty-five such extracts to be "learnt by heart by the children after the lesson to which they relate has been given."

THE OXFORD GEOGRAPHIES:

The Elementary Geography, Vol. VIII—Britain Overseas: by E. K. Howarth. (Oxford Press. 3s. net.)

This well known series needs no recommendation. The latest addition is up to the standard of its predecessors. The book is well written, well printed and illustrated, and should be welcome in schools of all types.

#### Handwork.

A MANUAL OF EDUCATIONAL WOODWORK—a Text-book for Students: by David Brown. (Constable and Co. 6s. 6d.)

This book outlines models and courses of work to supplement the ordinary practical work in the average "manual instruction" class. It indicates a first year scheme, a second year scheme, and supplementary models. Written by a practical teacher, it should contain something of value for all teachers of the subject, though the price (for a book of sixty-two pages) is somewhat prohibitive.

#### General.

THE MOTHER AND THE INFANT: by Edith V. Eckhard. (O. Bell and Sons. 6s. net.)

This is an attractive looking book on what should be an attractive subject, but it has a very unattractive title. There is a redundancy of "the's," and the word "infant" is ugly and incorrect, and surely less appropriate than the beautiful word "baby."

This question of title is not a small one, for it is the look of a book and its name that first attracts attention, and it is this name that is not likely to attract those who need the knowledge of its contents most—the lovers of mothers and babies who are yet ignorant.

But perhaps Miss Eckhard meant to write, not a book, but a handbook, a sort of *vade mecum* for the convenience of infant welfare workers.

In this she has succeeded admirably, and has produced a very helpful work on her subject, with a refreshing lightness of touch. There is history here, and statistics, and much useful information as to the starting and running of an infant welfare centre, the conduct of classes, and not a few anecdotes to point a moral or adorn a tale.

It seems a lamentable fact to have to record that out of 253 pages on such a subject, on two only is there any mention of a father. But perhaps fathers belong more properly to a book on "Mothers and Babies," and not to one merely on "The Mother and the Infant."

A. M. P.

THE SLAVE AND HIS GOLDEN EGG: by T. A. Spalding. (Nelson and Son.)

A charming little fairy story, printed in large type and well illustrated. There is a good tone about it throughout.

THE CLERK'S HANDBOOK: by Rupert S. Hearn. (W. and G. Foyle, Ltd. 1s. 6d.)

This book contains information regarding the advantages, pay, and prospects of the several branches of a clerk's work. It advises the intending clerk to study and compare the best-known systems of shorthand. The author knows his subject, and the book is worth the small price demanded.

### PUBLISHERS' ANNOUNCEMENTS.

Messrs. George Philip and Son, Ltd., 32, Fleet Street, E.C., will shortly publish an exceedingly helpful series of books specially designed for the new Day Continuation Schools, under the title of "Philips New Era Library." The purpose of these schools, it is pointed out, is to develop character, to foster citizenship, and to give a wider view of life and its problems, and the books have been specially prepared to help in producing these results. The general editor of the series is Mr. Ernest Young, one of the assistant secretaries for higher education in Middlesex. The first seven volumes are as follows:—"The gateways of Commerce," an introduction to economic geography, by J. Fairgrieve, M.A., and E. Young, B.Sc.; "Bookland," an introduction to English literature, by W. H. King, B.A.; "Wealth and Work," an introduction to economics, by George W. Gough, B.A.; "Countryside Rambles," an introduction to nature study, by W. S. Furneaux; "England in Her Days of Peace," an introduction to industrial history, by Eleanor Doorly, M.A.; "The Romance of Building," an introduction to architecture, by Allen S. Walker; "The New Era in Education," edited by Ernest Young, B.Sc.

Apart from their suitability for Continuation Schools, "Higher Tops," and Central Schools, the new books (particularly the last-named) provide interesting reading for teachers.

The Cambridge University Press hope to publish by next October the first of a series of monographs on recent developments of physics which shall serve as supplements to Dr. N. R. Campbell's "Modern Electrical Theory." It is difficult to keep such a book abreast of the times by means of new editions; accordingly the plan is proposed of issuing monographs, each corresponding roughly to a chapter of the book, the collection of which will in due course replace the book.

The monographs will be edited by Dr. Campbell, but he will not write all of them. The authors will not be, however, experts in the branches of physics concerned, for it is felt that a critical survey of a subject such as is appropriate to a text-book is more easily adopted by those who have not made important contributions towards it.

The first three monographs of the series will deal with Spectra, the Quantum Theory of Energy, and the Constitution of Atoms and Molecules.

Messrs. Kegan Paul and Co. will shortly publish a new book by Miss Barbara Low, whose "Brief Outline of the Freudian Theory" has recently been well received. It will be entitled "The Gift of Psycho-Analysis to Education," and will deal with the bearing of Psycho-Analysis on general educational problems and with the changes in pedagogic methods and ideals which must develop out of a further understanding of the Psychology of the Unconscious, since it is only by linking the unconscious forces with the conscious methods that the best results are likely to result.

Messrs. G. Philip and Son, Ltd., desire to remind teachers that revised editions of their atlases and wall maps have been available in growing numbers since February, 1920, and are now in use in many schools. The great demand for up-to-date information on the changes brought about by the Peace Treaties has led to occasional delays, but Messrs. Philip and Son have maintained their reputation for promptitude and accuracy.

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## NOTICE TO READERS.

The June number of *The Educational Times* will contain an important article by Lord Haldane on Adult Education. In this article Lord Haldane offers some criticisms of the views of Mr. G. D. H. Cole.

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# THE EDUCATIONAL TIMES.

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MAY, 1921.

## NOTES AND COMMENTS.

### Education Estimates.

The discussion on the Board of Education estimates in the House of Commons on the 12th April was full of interest. In part it was the interest of novelty, for this branch of Supply has not been discussed in Committee since 1917. During the intervening period it has been crowded out by matters which were thought to be of greater moment. In asking for a grant of 28 millions to be added to the 23 millions already voted on account, Mr. Fisher had an unexpectedly easy task. A total of 51 millions from the Exchequer, with 59 millions from local sources, represents an outlay which might have been expected to furnish an attractive text to the "Anti-Waste" party, but the loud-voiced advocates of "economy" in education were either silent or absent, and not even the scion of the noble house of Rothermere was heard to raise a protest against the proposed grants. A motion to reduce the vote was based on wholly different grounds, and the mover, Mr. Dan Irving, a Labour member from Burnley, said that he would be glad to see the grant doubled or even trebled. His grievance was that the Board has arrested the progress of the Education Act by its circular to local authorities. Mr. Fisher claimed that the Act was on the statute book, and he seemed to be content with this admittedly excellent achievement. His advisers at the Board will be able to tell him, as experts in psychology, something of the dangers which attend the failure to construe emotion in terms of action. An Education Act which resides solely in the covers of a statute book is nothing better than a pious aspiration.

### A Scottish Laodicean.

Mr. Macquisten offered a criticism of the estimates which went to the root of things and revealed a genuine scepticism as to the value of any national system of schools. He repeated the familiar arguments about turning boys into clerks and teaching them to despise manual labour, and also the meaningless prize distribution phrase that education is the building up of character. Along with these trite observations, however, he said some things which are of more importance and value, as when he declared that "instead of our schoolmasters being members of an independent profession, as one would wish them to be, ruling themselves, we have made them all into Government officials." Although teachers are not yet Government officials, it can hardly be denied that recent events, especially the Superannuation Act and the intervention of the Board in the proceedings of the Burnham Committees, have greatly increased the teacher's subservience to the State, and it may be that we shall destroy true education by machinery. Mr. Macquisten said: "I believe that if you want to make a true and real system of education it will be done by diminishing State control and by endeavouring, as far as possible, to allow freedom, on which the human soul and intellect blossom. You should get as much freedom into the school and as little interference by the State as possible."

### Independent Schools.

Sir Philip Magnus once more presented the case of the private or independent schools in a speech of great interest and real importance, which is summarised on another page. He pointed out that the restriction of recognised service for pensions to State schools would have the effect of making it extremely difficult for independent schools to retain qualified teachers. This is a problem which has not been fairly met. Independent schools exist and, judging from the experience of other countries, they will continue to exist. Until human nature undergoes a very great change we shall not reach the goal desired by Major Gray in the discussion when he declared that "it would be for the benefit of all concerned, rich and poor alike, if the education of children up to the age of eleven were given in the public elementary schools." On some grounds this might be desirable as a means of wiping out class distinctions, but we are not likely to adopt it until we have arranged to live in barracks and to wear uniform. In the meantime the independent schools are allowed to go on, but are compelled to endure every kind of discouragement, so that the efficient ones are either wiped out altogether or reduced in quality. The inefficient ones are but little affected, since they are often owned and staffed by ignorant amateurs who have no claim to be described as teachers. A straightforward suppression of inefficient schools and a generous encouragement of the efficient would be a real economy and a piece of educational statesmanship.

### The Pensions Difficulty.

The working of the Teachers' Superannuation Act is already showing a tendency to separate efficient teachers into groups and to stereotype the experience which is most likely to be sought. Work in a university does not count towards a teacher's pension, although it is reckoned as "qualifying" service. Therefore if a university student of exceptional ability remains for a time as a lecturer or demonstrator and afterwards takes a post as a teacher in a school the time spent in the university is lost so far as the pension is concerned, although it is probably of the utmost value in regard to the teacher's own efficiency. A further difficulty is arising through the procedure by which local authorities seek to place a teacher on the proper point of the Burnham scale. Some authorities count only that part of the previous service which is "qualifying" service, and thus a teacher may be unfairly penalised in respect of both salary and pension through the accident of having worked for a time in a school which does not happen to be recognised in the technical sense. These difficulties will become more troublesome every year, and they are due solely to the failure to recognise that the pension is paid to the teacher as a teacher and not to the school or institution in which the work has been done. Certainly the inefficient teacher ought not to have a pension; but then the inefficient teacher ought not to teach at all.

### Adult Education.

The President of the Board of Education has constituted an Adult Education Committee to promote the development of liberal education for adults. The committee's task will be to secure co-operation between various national organisations concerned with the provision of adult education and to encourage the formation of local voluntary organisations and their due association with the local education authorities. The committee will also advise the Board on matters whereon the Board seek advice. The committee includes Dr. William Temple, Bishop of Manchester, as chairman, the Master of Balliol, Lord Gorell, Principal Jevons, Mr. Albert Mansbridge, Sir Harry Reichel, Sir Isambard Owen, and a number of well-known manual workers. The Plebs League does not appear to be represented, nor is there any evidence that the committee will be able to understand or sympathise with the reluctance of the best type of workman to receive patronage, however well meant and kindly it may be. Those who have worked in close association with working men have learned to respect their independence, and it is probable that the most valuable forms of adult education are such as they devise for themselves in the co-operative societies and adult schools. Much of this is done quietly and without advertisement, but it is genuine and valuable. The kind of thing was illustrated at Easter, when 200 working men and women gave up their short holiday to attend a week-end school at Rugby.

### The Croydon Case.

After being out of the schools for some days, the assistant teachers in Croydon agreed to return and to await with the authority the decision of the Board of Education as to the appropriate scale of salaries for the town. This step is highly important and significant, since it brings the Board into the salaries arena in a new capacity. Hitherto the Board have kept outside on the perfectly valid ground that they were not directly concerned with the arrangements made between teachers and local authorities. The Croydon episode marks a departure from this position, and we may expect to find other authorities and their teachers looking to the Board for help. From this it is but a short step to the fixing of salaries for the whole country, and when that is done there will be little to distinguish a teacher from a civil servant or Government official. The payment of salaries by local authorities will no longer have any reality since these bodies will naturally expect the Board to provide funds to cover the salaries they have determined. The authorities will be nothing more than paymasters or conduit pipes through which State salaries will reach the teachers. It remains to be seen how long after this the authorities will be allowed to appoint teachers. Shall we presently find that the teacher is a little more than the postman and a little less than the excise officer?

### What is a School ?

The Teachers' Superannuation Act provides that service may count towards a pension if rendered in a school which is grant-aided or becomes grant-aided before the 1st April, 1924. There is a case in which a privately-owned but recognised efficient school was recently purchased as a going concern by a County Education Authority. The senior members of the staff thought that the transfer would bring them within the terms of the Superannuation Act, but they are told that the Board do not regard the school as being the same school in which they worked before the transfer took place. It is a "new school," and the solution of continuity which the Board perceive has dissolved all chance of a pension for the senior teachers. This reading of the Act will be interesting to those schools which are thinking of becoming grant-aided in order to secure pensions for the staff.

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*By Cartmel Fells the wind blows bonny,  
By Cartmel Fells the wind blows fair,  
The air's as sweet as heather honey,  
There's sun and song and silence there !*

*Ah when the tide comes up the waters  
And leaves the shimmering sands like light,  
And fleeting sea-mews span the waters,  
What ecstasy of song and sight !*

*There the long hills are pale and purple,  
O'er Foulshaw's myrtle dimly grey.  
There with the dull crash of the quarry,  
There with the rain across the day !*

*There's light and love and joy and silence,  
And stars across the hills at night,  
And there the thrushes from the hedges  
Cry out the earliest spring's delight.*

*Blessed be the life that let us wander  
By frost-bright morns and moon-pale eves,  
To see the hands of sunlight squander  
The noonday silence of the leaves.*

*And not more sweet the sweet-voiced thrushes  
Cry to the waters of the marsh  
Than through our souls the tone that rushes,  
Now that the Northern ways are harsh.*

*By Cartmel Fells the wind blows bonny,  
By Cartmel Fells the wind blows fair,  
The air's as sweet as heather-honey,  
There's love and strength and silence there !*

MARGOT ROBERT ADAMSON.

## THE WORKMEN'S EDUCATIONAL ASSOCIATION OF GREATER BERLIN.

By PROFESSOR MANTHEY-ZORN, Amherst College, U.S.A.

CLEAR indications of a decisive turn to sound democracy in Germany are still few and far between. Politics, financial and economic conditions are so clouded by sentimental and emotional attitudes and dogmatic party bickerings that no conclusion can be drawn from them what turn the German mind will ultimately take. And yet these wrangles almost exclusively fill the pages of the newspapers. Meanwhile, a few new institutions are being perfected quietly and methodically in parts of the country which are wholly products of a new spirit, and which are calmly gaining a proportion which may make their influence lasting and decisive. The Workmen's Educational Association of Greater Berlin is, I think, one of the most important of these.

There have always been organisations for workmen's education in Berlin, but these were either conducted by political parties, principally of the left, for the purposes of party propaganda, or they were private undertakings, some more or less philanthropic, some purely commercial, that fed their members in a haphazard way to popular lectures. With the revolution and the resultant enthusiasms, and the sense of responsibilities attendant upon universal suffrage, an indefinite desire for education seems to have seized upon large masses of the people. As many as fifty associations for popular education arose in the city and created a mad confusion. There was no direction to their work, and in many cases a good bit of ulterior selfish purpose in their aims. The University held itself aloof from the movement of workmen's education as it had from the entire revolution.

Individual members protested that the University should take hold and clear up the situation, and organise workers' education along lines demanded by the new conditions of society, but they were given little encouragement. In the spring of 1919 the Prussian Cabinet (advised by Professor Troeltsch, of the University) forced consideration of the matter upon the universities by decreeing that at all universities in Prussia a Council for Popular Education be established to give advice and aid to workers' educational associations. Through the breach thus laid the interested members of the faculty directed their attack. Thus to-day the University officially plays an important part in the movement, though a large number of its members still persists in a reactionary attitude, and grumbles at the innovation as much as it dares.

The aim of the interested educators was to combine the many associations into one large effective body, define its aims, and devise methods in realising them. In March, 1919, Professor Merz of the University and a member of the city council, Sassenbach, formulated the principles upon which the Volkshochschule Grösz-Berlin, as they elected to call the organisation, should be built. They persisted in their endeavours, and in the fall of 1919 the constitution was adopted by representatives of the communities of Greater Berlin and of all the principal unions. The University then of necessity accepted the situation, especially since the organisation soon grew to large dimensions. By the fall of 1920 it had absorbed most of the smaller organisations, and was conducting 135 courses with a faculty of 118 teachers.

The Association is founded upon the support of three institutions, the city communities that furnish the financial support, the established labour unions whose interest guarantees popular confidence in the undertaking, and the University to watch over the standards of the work. The University, to be sure, does not act officially through its faculty, but through its Council for Popular Education. While this does not assure the support of all members of the University, or even of a majority, it attaches those most truly interested to the work, and thus saves much friction and delay. The university faculties of Germany are only too justly accused of being stupidly reactionary, and so do not enjoy the confidence of a very large proportion of the people. The Prussian Cabinet therefore decreed that in addition to representatives of the faculty the Council should contain representatives of specialists not connected with the University, the chairman and business manager of the Workmen's Educational Association, and six workmen's representatives. The executive committee of the Council is composed of an equal number of university men and delegates of the Workmen's Educational Association.

In all departments of the Workmen's Educational Association care is taken to give as much attention to interested popular opinion as is consistent with the standards that the work must attain. The parliamentary functions are vested in what is called the committee. This is a very large body. About fifty delegates to it are elected by the different communities of the city in proportion to population. All unions of a membership of 5,000 or more send delegates in proportion to their size. Under this heading are included also those political parties that maintain departments of cultural education, the expectation being that they will let the Workmen's Educational Association do the work for them and thus separate education and party propaganda, as is proper. This group of unions and political parties also sends about fifty delegates. The faculty and the classes of the Workmen's Educational Association each sends ten delegates to the committee. Finally, a few representatives of those popular educational associations not yet absorbed, and a few prominent scientists, artists and educators are invited by the Executive Council to become members of the committee.

The governing body of the Association is the Executive Council. This is composed of thirteen delegates chosen on the principle of proportional representation by the four main bodies of the committee. To these are added one representative each of the three types of higher schools of the city; the University, the Institute of Technology, and the School of Commerce; also two experts in workmen's education, and the business manager of the Workmen's Educational Association. This body is chosen for one year only.

The most important office is that of the business manager. He is the principal executive of the Association; all affairs finally are directed by him; his personality may determine to a very large extent the success or failure of the undertaking. Great care is therefore taken in his choice. The University Council

for Popular Education meets with the Executive Council of the Workmen's Educational Association to discuss names, and the former then proposes three names from which the Executive Council chooses a candidate who must be ratified by the committee. According to the constitution, the business manager must resign if at any moment he does not command the confidence of the Executive Council expressed by a majority vote. As long as the Association enjoys the services of the present occupant of this position, Professor Merz, it is certain to be led extremely well. He is an energetic, practical idealist, whose eyes are open to the situation confronting Germany, and whose will is steadfastly directed toward a sane solution.

The two principal bodies of the organisation are so constituted as to give the widest possible representation to the workers and to the population from which they come, and at the same time include a strong corps of interested scholars to guard the standard of work. The committee is intentionally made as large as is practicable, so that the aims might be continuously rehearsed and discussed with them in conjunction with the scholars, and thus be widely disseminated through the masses.

The formula used to express the purpose of the undertaking is "to develop spiritually independent personalities, and to put them into intimate relation to society." That is to develop enriched, clear-sighted and clear-thinking members of society. In all possible respects, they profess, the institution shall serve the general culture of the citizens, and shall in no wise give the vocational training of the regular schools. The Germans evidently feel that especially their higher schools have sadly neglected general cultural training for the sake of vocational efficiency, and they make this condition largely responsible for the inflexible, reactionary spirit at the universities to-day. Therefore, the Workmen's Educational Association is in no way to be a university on a lower basis, but it must be a new branch of education necessitated by the new developments, and it must rise to a position of respect equal to the academic institutions, and even exert upon the latter important new influences. They want to put their students into touch with the spiritual riches of humanity, sharpen their power of observation and their sense of fact, and on this basis develop logical thinking and a sane understanding of human inter-relationships.

To attain this they have outlined the following grouping of courses. The first step must be to develop a sense of fact, and an ability to correctly make the deductions inherent in such facts. Therefore, the studies in mathematics and natural sciences are encouraged first. Here the facts and processes are simple, and simple laws are logically deduced. Also simple problems can be manipulated, the penetration of which is important toward a rational view of life. Twenty-eight per cent. of all the courses belong to this group. In the study of science practically all emphasis is put upon the principles of science. In the few courses (about five per cent.) dealing with applied science, only such scientific accomplishments are studied which have decisively influenced spiritual culture or the structure of human society, or which through the manner of their application have become works of art.

They place the study of literature, music and graphic and plastic art next in importance. They discourage informative historic study in these subjects in preference to the formative power of intimate association of a few great works of art. A class, e.g., will devote a whole quarter to the study of "Hamlet"; first the play will be read to them by an eminent actor, then a detailed study will be made the basis for class discussions, incidental to which fundamental questions of artistic expression will be uncovered. In the study of music, small orchestras are called in to assist, and much of the study of the other arts is carried on in the city museums. This group comprises twenty-two per cent. of the curriculum.

All the work must be directed, they say, upon the development of a true social structure in which the thoughts and acts of each individual are led by the conviction that he is serving the best interests of society, and that he is conscious of his responsibility to it. The class must penetrate into the development of the ideas of right and law, and the principles of state and society. It must investigate how social conditions have arisen, whether they are a necessary development, and how they can be influenced in the future in the interests of society. This is, of course, the study of history, geography, social science, and economics. Much attention is paid to the development of democracies; the history of Russia is apparently very popular, and much time is given to investigating the historical roots of the new institutions inaugurated or proposed by the new German Government. There are also several courses in Socialism in general, and Marxism in particular, on the principle that the worker should make a close examination of those spiritual movements that seek to change economic and social conditions for the alleged benefit of society as a whole. Thirty-three per cent. of the courses belong to this larger group.

The crowning efforts are meant to be supplied through intensive studies in philosophy and the science of religion. In these studies they seek the cultural standards peculiar to peoples or whole epochs; the intimate knowledge of which should help each man to build the bridge which puts his own personality into relation with the rest of the world. Here, too, the purely historical study is avoided. First, introductory courses are offered to present the character and problems of philosophy; and then separate philosophical problems and separate philosophies are studied intensively.

Finally, a few courses in pedagogy are presented which are meant to test the functions of the Association. These consist mainly in lectures on universal education, on reforms such as the ground schools, or on the work of the Workmen's Educational Association itself. The general plan is to arrange the courses so that any one subject may be exhausted in two or, at most, three years, in so far as it is adaptable to the work of the Workmen's Educational Association. Three types of courses are offered in the various groups: first, introductory courses which consist largely of lectures intended to give an idea of the scope and purpose and method of later courses; then the intermediate courses which are to supply the material for the final work, and to search for the best methods of employing it; finally, the "Arbeitsgemeinschaft," or spiritual workshop itself.



In the introductory courses the numbers are large, and the lecturer predominating. Still, persistent attempts are made to encourage discussion after each talk. In the more advanced work the numbers are carefully limited. The intermediate courses seek to have the student acquaint himself with the material of his branch of study, and to search for the best method of employing that material. Lecturing is therefore discouraged, and all the work is done by means of discussions; however, the teacher is still consciously directing the work. The aim in the workshop is to increasingly approach the point where teacher and student realise that they are searching in common. The attitude of the student, both in observation and in his conclusions, provided only they be logical, should be one of strict independence maintained in an atmosphere of honest intellectual rivalry and sincere companionship. The attitude of the teacher to the student they desire to make that of an intimate commonality of workers.

At present it is simply the strong convictions and the keen discernment of Professor Merz as leader of the Association that has made it possible to gather a large body of teachers unusually fitted for such work. I have seen them at work, and at their faculty meetings. It was impressive to see how a body of a hundred or more could so thoroughly absorb the spirit of their leader. It is felt, however, that in the character and attitude of the body of teachers lies the crux of the whole situation, as well as the greatest task and responsibility of the business manager. According to the constitution, the faculty as a whole must meet at least three times a year under the chairmanship of the business manager. At these meetings the aims and methods of the work are reviewed for the benefit of the new members, reports on experiences or observations on the work are made by separate members, and a general discussion carried on which is usually very lively but kept strictly to the subject at hand by the chairman. Professor Merz also calls very frequent group meetings of the faculty, to which he usually invites experts in that particular field from outside the organisation, as well as those men whom he hopes to attach to the faculty. These smaller meetings are used wholly to review the method and standard of the work, with a view of keeping it on the desired level and within the purpose of the Association.

The business manager must also continuously keep himself informed as to how far the organisation is fulfilling the purpose of being the basis upon which the brain worker and hand worker unite in common efforts. He keeps in constant touch with the classes by arranging numerous sectional conferences of the classes to discuss the aims with the students, and to hear suggestions from them. Conventions of the whole body of the Association within the community, and occasionally of the entire organisation, are held, at which an effort is made to get faculty and students freely to exchange views. This is a very difficult problem. I was not privileged to attend such a convention, but Professor Merz is said to have conducted several with interesting results. Also a general magazine is published under the editorship of the business manager to which both faculty and students freely contribute discussions on the work of the classes, or on the general cultural problems disclosed to them through their work. Perhaps it is simply the new broom,

but in the few numbers that have appeared thus far the student contributions are of unusual strength.

The Association has existed for only one short year. In the ten communities of Greater Berlin 135 classes were being conducted last fall, with a faculty of 118 members. All these teachers are still doing this work in addition to their regular occupation. They receive a compensation of only fifty marks an evening, about 4s. As the Association gains in permanency it will, of course, have to have its own faculty. This will practically have to be created for the purpose, principally of younger blood who are able to adopt and perfect the new methods demanded by the new situation. Above all, they must be men of strong individuality, and deeply conscious of their duty to society. They must not be demigogs, but sound investigators sanely interested in the education of the people. It will matter little whether such men have been teachers by profession or not, but it will be of immense benefit to the universities if a goodly number from their faculty can be found to aid in such work, and thus bring the new system into contact with the older.

Professor Merz has built up a subsidiary organisation where the elementary education is furnished necessary to prepare men to benefit from the classes of the Workmen's Educational Association. Admission to the classes of the principal organisation presupposes the regular elementary education of the German Volksschule, corresponding to the work of the proposed ground schools. Partly to supply such preparation to those who have never had the opportunity to acquire it; mainly, however, to revive it for those who have long since forgotten it, preparatory courses in arithmetic and language are offered in an organisation in all particulars similar to the larger one. The courses run for twelve weeks of two hours each, and are conducted by university students recommended by individual professors as especially fitted for work with the labouring classes. These students are the particular hobby of Professor Merz. From their number he hopes to recruit the future permanent faculty of the Workmen's Educational Association, and, therefore, he watches carefully to see which of the students best develops the spirit of co-operation and power of sympathetic leadership necessary for the success of the venture.

In the larger organisation courses run in four quarters of eight evening meetings of an hour and a half each. Some have two hours, and a very few meet only five evenings in a quarter. The fee paid by the students is figured at fifty pfennig an hour, making only eight marks for the longest course in any one quarter. The fee in the preparatory work is only four marks a course. With the mark worth only a penny this is, of course, a very nominal fee, meant only to express the initial interest of the worker in the opportunities offered. The sound financial backing must come from the city communities. Due to the present unsound financial status of Germany, and because of the reactionary influences that are trying to exert themselves by an insidious manipulation of the present political confusion, the communities are not as liberal as the success of the undertaking warrants, and are therefore imposing the necessity of subtle economies upon the business management. These are simplified, however, by the enthusiastic and unselfish support of the faculty. Meanwhile, the attendance is growing by

such leaps and bounds that the spirit of the organisation will slowly but surely permeate the communities whatever ephemeral phases they may pass through within the next few years. It will then not only be possible to perfect the plans of the founders of the institution by building up a permanent faculty and paying them properly for their work, but the enlightenment and sanity and strength developed within the many workers of the classes will surely lead the country in the direction of sound development and save it many of the mad experiments of ignorance.

No other city of Germany has developed a Workmen's Educational Association of equal strength to that of Greater Berlin. In Munich the reaction to the bitter excesses of the two attempts at a communistic republic has created a distrust of all popular movements and put reaction into complete control. In Leipzig there is an organisation for workmen's education which is quite imposing on paper, but is actually in the same hopeless confusion which has hold of all the public institutions of this most radical of the larger German cities. The Leipzig worker has not yet learned that to see is better than to dream. The new universities of Frankfurt and Cologne and Hamburg show marked interest in developing like movements, but they all seem to lack an organiser of the power of Professor Merz, and each of these cities is accordingly wasting strength in numerous smaller ventures that are competing where they should combine. In the spring of 1920 an institute for the study of social science was established at the University of Munster for the express purpose of offering intensive training to labour leaders, or to those who hope to develop labour leadership into a sound profession. The founder and head of this institution, Professor Plenge, is a man who enjoys the highest respect in academic circles as well as in the important labour unions of Westphalia. He is working with unusual success in a centre of greatest animosities between labour and capital. Like the entire movement of bringing brain and hand together, the work of Professor Plenge, as well as that of the Workmen's Educational Association of Greater Berlin, will not show quick sensational results; but slowly these endeavours will build a power of enlightenment and sanity within the largest class of the new German republic that will lead through the present confusion to well-founded permanent organisations of society.

#### General Science at Sandhurst and Woolwich.

The Secretary of the War Office announces that the Army Council have decided to add general science to the optional subjects for candidates for the Royal Military College, Sandhurst, at the Army Entrance Examination. The first paper on general science will be set at the examination in June, 1921, and the maximum number of marks obtainable will be 2,000. The subject of general science will be alternative to that of physics and chemistry, that is to say, no candidate will be allowed to take up both physics and chemistry and general science.

General science will not form one of the optional subjects for candidates for entrance to the Royal Military Academy, Woolwich.

#### Secondary Schools Examinations Council.

The Bishop of Manchester having resigned the Chairmanship of the Secondary Schools Examinations Council, the President of the Board of Education has appointed as his successor Sir Alfred Dale, LL.D., late Vice-Chancellor of Liverpool University and an original member of the Council.

### CHRONICLE OF EDUCATION.

- Mar. 17—Visit of the Queen to the Liverpool University.  
 Mar. 21—Death of Mrs. Jex-Blake, widow of Dr. T. W. S. Jex-Blake, in her 80th year.  
 Mar. 21-23—First Annual Conference of Association of Organisers of Physical Education at the London Day Training College. Addresses by Sir George Newman, Mr. H. A. Cole, of Sheffield (President), Mr. H. M. Coulson (Secretary), Mr. R. Jarman, Major A. H. Gem.  
 Mar. 22—The L.C.C. reduced the capital estimates for education from £650,000 to £600,000.  
 Mar. 28—April 2—Great Britain and twelve other countries represented in Paris at the third International Educational Conference dealing with some phases of secondary education.  
 April 1—Mr. H. A. L. Fisher presided at a lecture at King's College by Sir Robert Blair on "Administrative Problems in Education."  
 April 4—Six hundred Croydon teachers absent from duty as a result of the dispute over salaries.  
 April 4-7—The fifty-first Annual Conference of the National Union of Teachers took place at Bridlington. Miss J. F. Wood retired from the chair in favour of Mr. G. H. Powell, whose address dealt with economy and salaries. Mr. W. G. Cove, Rhondda, became vice-president. One quarter of the old Executive failed to secure re-election. The Archbishop of York delivered the conference sermon, and also a notable address on the following day. Mr. James Graham, of Leeds, read a paper on "The Administration of the Education Act."  
 April 7-9—A Conference on the teaching of Scripture in secondary schools was held in Westminster School.  
 April 7—The second group of pupils entered the London day continuation schools and the first group returned after the Easter holidays.  
 April 9—The thirty-second annual exhibition of the Royal Drawing Society of the work of the children of the schools of the Empire was opened at the Guildhall Art Gallery.  
 April 13—The Croydon teachers returned to work as a result of the successful negotiations between the National Union of Teachers and the Education Authority.  
 April 15—A deputation of teachers, introduced by Lord Bryce, presented a petition signed by 115,000 teachers, appealing to the Government to prohibit the sale of intoxicating liquors on licensed premises to young persons under the age of eighteen.  
 April 18—A meeting of London head teachers was held in the Essex Hall. Mr. Pett Ridge lectured on "The London Accent."

#### Some Appointments.

Allen Mawer, Armstrong College, Newcastle, as Baines Professor of English in the University of Liverpool.

Harold Williamson, M.A. (Oxford), as Professor of Latin at Bedford College.

Mr. Barrett Brown, Birmingham, as Vice-Principal of Ruskin Hall, Oxford.

Miss Ethel Howard Spalding, M.A., as Principal of Bingley Training College.

Mr. A. C. Bescoby, senior master of Uppingham School, as headmaster of Chesterfield Grammar School.

Rev. W. E. Beck, Vicar of St. Anne's, Birkenhead, as Principal of the Men's Department of the Cheltenham Training College.

## MINISTRY OF LABOUR TRAINING COLLEGES.

(FROM A CORRESPONDENT.)

It is well known that among the activities of the Ministry of Labour is a large Training Department, the function of which is to deal with certain ex-soldiers and sailors who on the conclusion of their service have no trade or occupation to which they can turn, and to train them so that they can earn their own living. The Minister of Labour from time to time announces how many men have been trained and are still awaiting training. It is not so well known that besides preparing men to enter into industry and commerce, the Ministry are authorised to train some specially selected men for teaching. The officers of the Ministry discovered at a comparatively early date that they had on their books many who from their education and personality seemed likely to become effective teachers; accordingly, by a happy inspiration, the idea of training was extended to teaching.

The powers of the Ministry, however, are limited. They may not establish training colleges at large, and they may not train women to be teachers. They can train men as teachers of handicraft; but, by a fortunate chance, the opportunity comes when by the Act of 1918 handicraft and other forms of practical instruction are pressed upon local education authorities, and teachers are very much needed. It comes also at a moment when handicraft is interpreted in a liberal sense and is no longer restricted to a few joints in a woodwork room. The men whom the Ministry are entitled to aid are of two classes: (a) those who through disablement are unable to follow their pre-war occupation; (b) those whose apprenticeship was broken so early by enlistment that they have no trade, or who were in occupations of a blind alley character, which offer no reasonable chance of a real livelihood. Among the first are a number of craftsmen whose injuries expose them to danger if they go back to their former craft. Among the second are young men who were clerks or shop assistants of an indefinite or unskilled kind, and young men who left school very soon before enlistment. All applicants have been carefully interviewed by small interviewing committees, on which masters in elementary schools have nearly always served. The task of selection has been one of no common difficulty. If the men were judged on what they remembered of their schooling after three, four or five years of war, they would be rather ruthlessly rejected. It would be obviously unfair to adopt such a standard. On the other hand, the mere vague desire to become a teacher, not backed by any education beyond the sixth standard, in school or out of school, could not be held likely to carry a man to the certificate in two years. The experience of the first of the colleges, at Sarisbury Court, suggests that on the whole the selection has been judiciously made. Some had a school education up to seventeen or eighteen; others have steadily educated themselves in various directions out of school. They are all distinguished by vigour and personality and a determination to be worthy of their chosen profession.

They are to have no easy time in college. Owing to the restrictions by which the Ministry is bound, the men may not receive financial aid for more than eighteen months. Accordingly it has been decided that the normal academic two years of the ordinary college shall

be compressed within about twenty months, during which seventy-five weeks shall be spent in college.

At the end of the period they will be examined, and on the joint result of the examination, together with careful intermittent inspection of the practical subjects, those who are successful will receive the Board of Education certificate and will rank as trained teachers. The examination will be on the work done in the college, and will not be the ordinary examination which two year students take in July. The standard will be the same, but the papers will be founded on the special syllabuses which the staff of the college will construct.

The basis of the syllabus is handicraft. Each college will have a first-rate equipment for wood and metal work. Round this will be formed syllabuses in science, mathematics and drawing, of a scope equivalent to, but not in detail corresponding with, the syllabuses now in use in ordinary training colleges. The side of the humanities will not be neglected. English is to form an integral part of the work, but the selection of books for reading will be different from those in the English literature syllabuses of the other colleges, and will include certain books which bear upon craft and craftsmanship and their history. Provision is to be made, also, for lectures in history and geography in shorter courses and not for examination. Principles of teaching will, of course, find a place, and the students will practise in schools to the full amount demanded of ordinary students.

Broadly, then, the colleges will be colleges with a strong practical bias, which in some cases will probably extend to rural subjects. The idea of practical craftsmanship will permeate the whole and will not be relegated to an hour or two in a manual room. On the other hand, the men will be something more than manual instructors of a narrow type, for they will have studied a great deal of science and mathematics and will have a sound knowledge of English.

One college, at Sarisbury Court, near Southampton, was opened for 150 men in the autumn, 1920. The second, at Moseley, Birmingham, was opened towards the end of April, 1921. It will have 150. Two others are being established at Erith (about 200) and Hornsey (180), and smaller groups of students may be attached to one or two existing institutions.

There are still vacancies for suitable men. The question of the eligibility of individuals rests with the Ministry of Labour, and it is to the Divisional Director of Industrial Training of the Ministry of Labour (whose address may be obtained at any Labour Exchange) that applications should be addressed, and from whom details as to allowances can be obtained. While candidates will no doubt be welcomed by the Ministry, it is right to point out the limitations under which the Ministry is bound to act. Not every one can be trained, and candidates who have no chance of becoming certificated at the end of the strenuous period of training are not likely to be accepted by the interviewing committee. It is unfortunate that by the terms of their agreement with the Treasury the Ministry are precluded from accepting uncertificated teachers, on the ground that they already have a calling which they can follow,

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### III.—Anyte of Tegea (fl. B.C. 275).

After Sappho, Anyte is the most important of the women poets of Greece and the twenty epigrams from her pen preserved in the Anthology make her better represented in that collection than any other woman writer. Moreover, not only was she a poet, she is, like Asclepiades, the founder of a school. Nicias, Mnascalas and the other Arcadian poets of the early third century all write under her influence, and when Virgil says: "*Arcades soli cantare periti*," he is probably thinking not of the wild shepherds of the Arcadian hills, but of the poetess who for the first time in Greek literature made the charms and the delights of the countryside the chief theme of her song.

To the typical Athenian of the fifth century the country was a place rather terrifying than attractive, a place where you felt lonely. The country gods, Pan and the Nymphs, were mysterious powers who visited strangers with panic fear and sudden madness, and it was only within the walls of his own city that a man was really safe. Anyte introduces a new conception of Pan as a protector, of the country as a land of rest and peace. Her epigrams in their unadorned grace recall the perfection of Simonides and, as it happens, the qualities of her verse are all of the kind that it is usual to call masculine. Simple, vigorous, restrained, she knows exactly what she wants to say and says it with the utmost economy of effort. She is as austere charming as the mountains of her native land, and of all the Alexandrians Asclepiades alone can equal her in sustained beauty.

#### The Wayside Fountain.

Come, stranger, come beneath this elm,  
Where breezes soft caress,  
And let the green of whispering leaves  
Assuage your weariness.  
Drink to your fill of my cool fount,  
So fresh to way-worn feet,  
And in the pleasure of the shade  
Forget the burning heat.

A.P. xvi. 228.

#### The Resting Place.

And art thou wearied in the sun,  
And wouldst thou leave the way begun,  
And drink of my cool stream!  
Come then within this laurel's shade,  
Where whispering zephyrs fill the glade,  
And rest—and dream.

A.P. ix. 313.

#### The Goat.

Look at the horned goat, how proud he seems,  
With shaggy beard, how bright his red eye gleams.  
A rosy Naiad once upon some hill  
Caressed those cheeks, and he remembers still.

A.P. ix. 745.

#### Children's Play.

See how the goat in purple chains,  
A bridle on his shaggy face,  
Obedient bears the children's reins  
As they around the temple race.  
The god looks on with kindly eye,  
And smiles to see their mimicry.

A.P. vi. 312.

#### The Hill Shrine.

This shrine beneath the hill top steep  
To shaggy Pan the shepherd gave,  
Wherein the nymphs that guard his sheep  
Their portion due of worship have;  
A debt of thanks, for parched by burning heat,  
They cooled his lips with streams of water sweet.

A.P. xvi. 291.

#### On a Statue of Aphrodite by the Sea.

This is Love's place, and here it is her will  
To gaze from land upon the ocean still;  
The timid waves beneath her bright eyes play,  
Nor dare to harm the sailor on his way.

A.P. ix. 144.

#### On a Statue of Hermes.

Here by the wind-swept orchard,  
Here where the three roads meet,  
I watch the grey cliffs rising  
And way-worn travellers greet.  
My fountain murmurs cool and clear—  
"Draw near and rest, O weary feet draw near."

A.P. ix. 314.

#### Chantecler.

Never more with flapping wing  
Shalt thou rouse me from my bed  
As the morn is reddening;  
Tyrant, thou art dead.  
Lo, the fox with stealthy bite  
Slew thee as thou slept this night.

A.P. vii. 202.

#### Pan and the Stranger.

STRANGER: Why rustic Pan amid this lonely shade  
Why does thy sweet-voiced pipe the grove  
pervade,  
While thou dost hold thy seat?  
PAN: I sing that heifers on the dewy hill  
May wander safe and gazing take their fill  
Upon the herbage sweet.

A.P. xvi. 231.

## SHAKESPEARE AND CHILDREN.

BY L. F. RAMSEY.

FEW writers have ever attempted to depict the mind of a little girl, and Shakespeare is no exception. Of the ten children who appear in Shakespeare's plays, only one is a little girl, the daughter of the *Duke of Clarence*, in "Richard the Third." As she speaks only five lines in all, it is difficult to form any opinion of her. She is a shadowy and unconvincing character.

When he is dealing with boys, however, Shakespeare is more at home. His genius is manifest in the depicting of these little boys. Even the shadowy little girl's brother, whose name is not even given, reveals himself in the few lines he speaks. He is not to be put off by the ready lie of his grandmother about his father's death. He speaks of revenge, but, child-like, refuses to consider the possibility of *Gloucester* being responsible for the tragedy, because his uncle had pitied him,

"And kindly kissed my cheek :

Bade me rely on him, as on my father,  
And he would love me dearly as his child."

Hypocrisy is as yet outside the child's knowledge. "I cannot think it," he replies firmly, when his grandmother tells him his uncle was dissembling.

## OTHER ROYAL CHILDREN.

In the same play are two other royal children : the ill-fated young princes, *Edward* and *Richard*. The fatuous remark was apparently as common in Shakespeare's time as now : "Why, how you have grown !" and the resentment of the child is shown in the young *Duke of York's* reply :

"Ay, mother, but I would not have it so."

He is a sharp little fellow and on being asked why he minds being told he has grown, repeats the words of his uncle *Gloucester* :

"Small herbs have grace, great weeds do grow apace."

Then he remembers a retort he might have made to his uncle, of whom it was said that he could gnaw a crust when he was two hours old.

"'Twas full two years ere I could get a tooth.

Grandam, this would have been a biting jest."

Like all grown-ups, his elders want to know where he got his information. He says, from *Gloucester's* nurse.

"His nurse ! Why, she was dead ere thou wast born."

And like all children, he is not a whit abashed at the conviction, but says :

"If 'twere not she, I cannot tell who told me."

His brother, the young *Prince of Wales*, is a very different character. Dignified and with a sense of kingly importance, he is annoyed that *Gloucester* alone appears to welcome him to London. His pathetic boast of what he will do when he is on the throne is essentially childlike :

"An' if I live until I be a man

I'll win our ancient right in France again

Or die a soldier, as I lived a king."

The best known of Shakespeare's children is the poignant little figure of *Arthur*. He is a hypersensitive boy, knitting the handkerchief about *Hubert's* brows because he has a headache, wishing that *Hubert* were a little sick so that he might sit all night and watch with

him, eager to love and be loved. Pleading intensely that his eyes may be spared to him, he does not lack courage to leap from the high walls of the castle and thus meet with his death.

A very different figure from any of the foregoing is little *Macduff*. He is of the type one would describe as "cheeky." Like most cheeky boys, he shows much wisdom in his witty answers.

"Was my father a traitor, mother ?" he asks.

"Ay, that he was."

"What is a traitor ?"

"Why, one that swears and lies."

"And be all traitors that do so ?"

"Every one that does so is a traitor, and must be hanged."

"And must they all be hanged that swear and lie ?"

"Every one."

"Who must hang them ?"

"Why, the honest men."

"Then the liars and swearers are fools, for there are liars and swearers enow to beat the honest men, and hang up them."

"Now God help thee, poor monkey ! But how wilt thou do for a father ?"

"If he were dead, you'd weep for him : if you would not, it were a good sign that I should quickly have a new father."

He is a plucky little fellow, and when the murderers come on him and stab him, his first thought is for his mother.

"Run away, I pray you," he bids her with his dying breath.

Little *Marcus*, in "Coriolanus," is a cleverly drawn picture of the shy, retiring child. He is eloquent in his silence, when his grandmother bids him :

"Speak thou, boy :

Perhaps thy childishness will move him more

Than can our reasons."

And still *Marcus* is silent. Only two lines does he utter, but in these he manifests his spirit, tongue-tied though he may usually be :

"A' shall not tread on me :

I'll run away till I am bigger, but then I'll fight."

## CHILDREN OF THE PEOPLE.

In depicting the children of the people, Shakespeare is in his happiest vein. *William Page*, in the "Merry Wives of Windsor," is a superb example of the clever boy being "shown off." He is put through the paces of his Latin grammar and shows from his answers that he has "a good sprag memory."

In the same play, *Falstaff's* page, *Robin*, is a real boy. Like his master, he makes fun of *Bardolph's* red nose and has himself to put up with many jibes at his diminutive size. He reappears in the play of "Henry V," where he shows much discernment of the character of the three "swashers," as he calls them, *Nym*, *Pistol* and *Bardolph*. He manages to pick up some French phrases and is able, therefore, to enjoy the scene between *Pistol* and the French soldier, when the latter is taken prisoner. The humour of the situation appeals to him, when he regards their situation :

"The French might have a good prey of us, if he knew of it: for there is none to guard it (*i.e.*, the luggage of the camp) but boys."

In "Julius Cæsar," the boy *Lucius* is a convincing character. Devoted to his master and mistress, he waits assiduously on the former and reassures the latter when she is alarmed in the absence of *Brutus*. Overcome with sleep, he masters it in order to play his lute in the midnight hours, to soothe the restless spirit of *Brutus*.

Lastly, in "The Winter's Tale," we have young *Mamillius* the most natural of any of Shakespeare's children. Like all real boys who hate washing their hands and faces, he has to be reproved for a "smutched nose" and exhorted to be neat and cleanly. He objects to playing with *Hermione's* ladies because, he says:

"You'll kiss me hard and speak to me as if I were a baby still."

He remarks freely on the looks of the various ladies and asks one what colour her eyebrows are. She teasingly answers, blue, whereat he says:

"Nay, that's a mock: I have seen a lady's nose That has been blue, but not her eyebrows."

He is an imaginative little person and when his mother asks him to tell them a tale, he begins:

"There was a man dwelt by a churchyard. I will tell it softly

Yond crickets shall not hear it."

The tale was destined never to be finished, however, for his father entered just then in a rage.

The boy is meek enough with him, though he has worried his mother "past enduring." But at the separation from his mother, his sensitive little heart suffers.

"He straight declined, drooped, took it deeply, Fastened and fixed the shame on't in himself, Threw off his spirit, his appetite, his sleep And downright languished."

The next news we have of the child is that he is dead. Shakespeare, like many lesser writers, created his child characters only to murder many of them. But in spite of the shadow of tragedy that hangs over them, they prattle artlessly and convincingly enough to show that they were real children, not mere puppets.

#### Extra-Mural.

The Universities Grants Committee in their recent report commended to the Chancellor of the Exchequer this branch of University work. *Cambridge* might have supplied the text. This year it is running ten tutorial classes in connection with the W.E.A., as compared with six last year. Bedford, Gravesend, Halstead, Ipswich (2), Kettering, Nuneaton (2), Raunds, Rugby are the centres. Six are studying economics, two English literature, one psychology, and one the evolution of Government.

Meanwhile intra-murally the Women's University question still goes on. While the Council of Cambridge is receiving memorials on the matter, the sister University at *Oxford* is honouring itself by conferring the degree of D.C.L. on the Queen of England—the first woman to receive it.

#### F. A. Royle, M.Sc.

Dr. Frank Albert Royle is the first Doctor of Philosophy of Manchester University. His education began at the Hindley primary school, Lancashire, and was continued at the Grammar School, at the Wigan Pupil Teachers' Centre, and at Manchester, where he has been engaged in research.

## EDUCATION AT WESTMINSTER.

To the recent debate on the Education Vote, Sir Philip Magnus made a most useful contribution, the main portion of which consisted of a strong protest against the Board's policy in regard to the Pensions Act and the Regulations for Secondary School Scholarships tenable at the Universities.

"I have here," he said, "a list of several schools which, since the passing of the Act, have found it necessary to accept State-aid in order to satisfy the required conditions of pensionable service for their teachers, and these schools are some of our best. What I want the Committee to realise is that if 'qualifying' service were identified with 'recognised' service, the State would be saved the additional cost of making grants to a large number of schools, and the independence of these schools would be retained, but worse happens, because, having once sacrificed their independence, these schools in many cases apply for subventions from the local education authority, so that not only taxes but also rates are unnecessarily increased by this anomalous arrangement. The disservice to education resulting from the causes to which I have referred is shown in the fact that the freedom and variety of our secondary educational system, which even Matthew Arnold recognised as one of its best features, is seriously threatened by thus bringing a number of good schools, hitherto independent, under the direct control of the State. But that is not all. Efforts in other directions have recently been made to strengthen the Board's grip on our secondary schools. Only very recently the Board have issued Regulations for the award of valuable scholarships, covering fees, maintenance, and cost of books, to pupils of secondary schools, tenable at the Universities. Nothing, in my opinion, can be more desirable than to provide facilities to enable young persons, able to profit by it, to continue their education at our Universities, and all that can be done should be done to link up the education in our schools with that of our Universities, and, as was pointed out by the President, to widen the avenue through which competent pupils, to whatever class or section of the population they may belong, may be able to obtain the highest possible grade of education; but the Regulations provide that these scholarships shall be restricted to pupils in grant-aided secondary schools, thereby strengthening the inducement, already great enough, to throw the whole cost of education provided in independent schools on the rates and taxes."

\* \* \* \* \*

"Until to-day," he continued, "no opportunity has been offered to the members of this House of discussing the consequences of the Act passed nearly three years ago, as affecting our national system of secondary education, and I do most earnestly appeal to the President of the Board of Education, whose enthusiasm for education, whose earnest desire to improve it, and whose interest in the solution of its many difficult problems everyone admits—I say I do appeal to him, as requested by the very influential deputation which I introduced to him last year, to appoint a competent Committee—whether select or departmental I do not mind—to consider these questions, and to suggest amendments to the Act of 1918, which, without imposing, as I believe they would not impose, any fresh burdens either on the ratepayer or the taxpayer for the cost of education in the future, would remove some of the anomalies that have been made evident in the working of the Act. By so doing, I am certain he would be rendering a very great service to the cause of education."

## THE PROCESS OF SELECTION.

A headmistress was required for the Olton Road Council Girls' School in the Borough of Newland. The post had been duly advertised in the local press, and Mr. Lawson, the Director of Education for the Borough, now sat at his desk with a pile of application forms, duly completed, before him.

With him was Mr. Herbert Markham, the Education Committee's Inspector of Schools. "Well, Markham," said the Director, "Olton Road has always been one of our best schools, and the late headmistress was a first-rate woman. I am most anxious that a good appointment should be made. By the way, I've asked Miss Foster to come and see me; you have always spoken very highly of her work, but she doesn't make much of a show in her application."

The Inspector smiled. "She's hardly the sort to show up well in self-advertisement," he said, "but from what I know of her work in school—and I've seen a good deal of it—I don't think you could make a better appointment. She has had some valuable experience, trained at a first-rate college, and previous to coming to Newland was four years under the Barford Education Authority, and you know how progressive that authority has always been."

The Director took up Miss Foster's form and glanced through it. "Let's see," he said, "how long has she been at Newland—ah—she came in 1910—rather more than ten years ago."

There was a knock at the door, and Brown, the messenger boy, entered.

"Miss Foster to see you, sir."

"All right, Brown, show her in—you needn't go, Markham, stay and hear what she has to say."

The boy returned, showing in Miss Foster.

"Good morning, Miss Foster," the Director greeted her, "pray sit down. Mr. Markham and I have been looking through your application. There doesn't seem to be much of it—eh?"

"No? Probably not."

She spoke with a pleasant English-speaking voice, so rare in the Newland district.

"And yet I don't know," she continued. "I put in all that I thought was relevant. It seemed best to avoid matters which could have but little bearing on the present appointment."

"Yes, yes, of course. But you must remember you are dealing with a committee consisting chiefly of business men, and," the Director smiled, "they like a big show, you know. Now, in regard to science, for instance, I see you have left that space on your form blank. Haven't you any qualifications in science, no certificates, etc.?"

"I have some certificates certainly," she answered, "but they're very old—I hardly like to think how long it is since I got them—geology, magnetism, and electricity, sound, light and heat—you know the kind of thing—it was usual to go in for those things in those days; but I haven't taught any of these subjects, and I'm sure I couldn't pass the most elementary examinations in them to-day. Really I don't see that they're of any value in the present application."

"I quite appreciate your point of view, but you see other applicants make a show of their certificates—and I want you to have a fair chance."

"Thank you."

"You're not very well known to the committee, I believe, Miss Foster?"

"No, I'm not, but surely they know of my work from Mr. Markham?"

"Yes, yes, quite so," the Director interposed, "but you know in these appointments local influence plays its part—

I don't say it ought to—but there it is. Mr. Markham reports very favourably on your work, I may say most favourably, and I greatly appreciate that fact, and the committee appreciate it, too, but I wish you knew some of the members personally. They're always more interested in people they know—I suppose it's natural—well, I'm glad to have had this talk with you, and thank you for coming."

"She seems the right kind of person, Markham," he said, as he sat down again, "but I'm afraid she won't stand much chance of a headship unless she gets into touch with the members somehow. What church or chapel does she go to?"

"I really don't know," said Markham, "probably none. But I suppose you know the Wesleyans are out to get the post for Miss Robinson."

"Yes, I did hear a rumour to that effect. What sort of a head do you think she'd make?"

"Frankly, I should be sorry to see her selected. Her work in school is very mediocre, she lacks initiative and has not at all the sort of personality calculated to inspire a staff. Of course she's eminently respectable—I'm told she's a tower of strength at chapel tea meetings—but I always think respectability is a greatly overrated virtue."

"There's a good deal in what you say, Markham, and from what I've seen of Miss Robinson I'm inclined to agree as to her capability, or shall I say her lack of capability. But of course you know more about her than I do. Still, she's a Newland girl, lived here all her life, and has twenty-five years' experience under the Education Committee."

"Her experience is like Euclid's definition of a line—length without breadth," laughed Markham. "Let them have Newland grocers and Newland drapers if they like, but I wish to heaven they'd get more new blood among the teachers."

"Well, I must see what I can do. I don't think Miss Robinson is the right woman for the post. I'll have a word with the chairman, though I believe he knows the family pretty well himself. Still, I'm sure he'd take a reasonable view and perhaps I may be able to get him to use his influence to get Miss Foster among the candidates selected for interview."

"I wish you would," said Markham, "I don't suppose she has much chance of being appointed, but I should like the committee to see her. In any case I hope they won't put in somebody absolutely impossible."

A week later the Newland Education Committee met for the purpose of interviewing the selected candidates and making the appointment. Four candidates had been invited to attend for interview. They were Miss Robinson, Miss Walker, Miss Jones and Miss Foster.

Each candidate in turn was duly called before the committee and became an object of keen scrutiny to each of the nineteen members present, and was asked a few rather fatuous questions by the chairman. When the last candidate had retired, the chairman announced that the voting would be taken. Slips of paper were passed round and afterwards collected and scrutinised by the chairman and the Director.

The chairman then read the result of the voting as follows:—

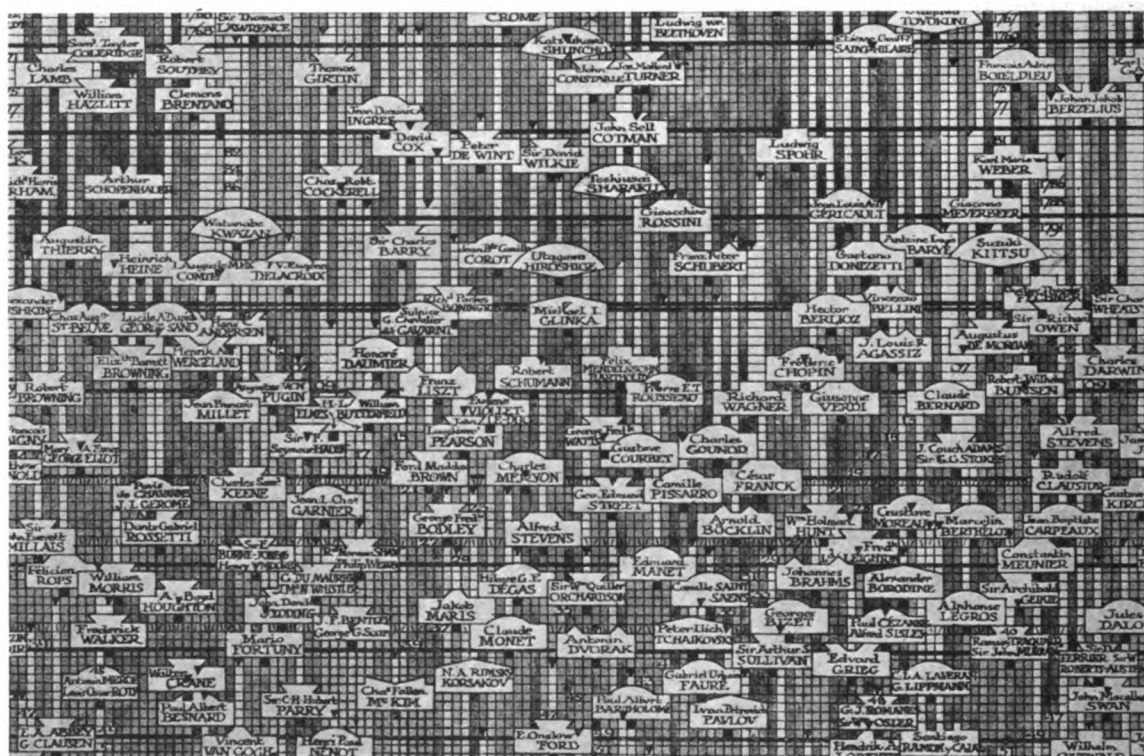
" Miss Robinson . . . . .	12 votes.
Miss Walker . . . . .	4 votes.
Miss Jones . . . . .	2 votes.
Miss Foster . . . . .	1 vote.

As Miss Robinson has got a clear majority I have pleasure in moving from the chair that she be appointed. Those in favour. . . . . Contrary. . . . . I declare Miss Robinson unanimously elected."



# SCHOOLCRAFT.

## THE CHART IN HISTORY TEACHING.



A portion of "A Chronological Chart indicating the evolution of Literature, Science and the Arts for the past seven hundred years," by H. F. T. Cooper.

Professor J. Arthur Thomson recently emphasized the necessity for a clear vision of the great events in the history of science and lamented that neither the scientifically educated student nor the liberally educated citizen was getting it. One of the reasons he gave for this failure was the lack of utilisation of the device of a graphic chart. Science is but one of the main subjects of intellectual education, and there is a similar need for a comprehensive historical view of literature or of any of the arts. Further than this some assistance is needed in the task of acquiring a grasp of the relationships of these subjects to one another. It is common to find in a book dealing specifically with one subject parallels drawn from one or more of the others. Students of mediæval art know that painters were often sculptors and sculptors were generally architects. Painters have been poets, and sculptors and architects have been scientists. Several modern writings on scientific subjects may fairly rank as literature, and the romantic movement in music has been considered in relation to the work of Goethe and his contemporaries.

A chart may be used to emphasize in small compass a few salient facts, or it may be comprehensive enough for repeated reference on a variety of subjects. The chart, of which about one-fortieth part is here illustrated to a reduced scale, is of the second type. This illustration does not, of course, convey the scheme of colour, the effect of which is gay and attractive. Six colours are used. Literature is blue, painting is red, sculpture is yellow, architecture orange, and science purple. A preponderance of one colour in a period implies a time of great achievement in the direction indicated. Thus it is clear by the massing of the red that in the second half of the fifteenth century the art of painting flourished greatly. The expansion of blue colour at the

time when painting was past its zenith shows that literature was then putting out enormous forces, and here one naturally finds some great names. The trend of the last century towards the expansion of literature and the rapid development of science are also vividly presented. The great periods of church music and of the madrigal, and the course of opera from Lulli to Mascagni, are all easily traced. The vital relation of architecture to the other great movements is shown by the inclusion of famous buildings from the time of the flower of Gothic art to the time when the fruit of the Italian Renaissance in England appeared in the work of Inigo Jones.

The panels containing the names are in seventeen distinct shapes to indicate the country of birth or activity. The year of birth is shown by a black square immediately under the centre of the name-panel, and the length of life is indicated by the succeeding column, which ends in a black triangle to denote the year of death. The chart is divided horizontally into separate year spaces, bolder lines marking the decades, and the beginning of a century is further emphasized. The reigns of British and French Sovereigns are also indicated.

In the seven hundred years from 1220 there are about 1,800 "lives" of which more than 700 are under the classification of literature. After 1870 the names added become fewer, for though the difficulties of selection increase the space available decreases. Because it is hardly possible to make a selection that would be universally approved, it is none the less interesting to find a selection made. Here are met together, but at a sufficiently respectful distance, Boccaccio and Compton Mackenzie, Petrarca and Walter de la Mare, Palestrina and Scriabin, Cimabue and Augustus John, Donatello and Jakob Epstein, Brunelleschi and Sir Edwin Lutyens, Galileo and Albert Einstein.

## THE PSYCHOLOGY OF NERVOUS ASTHMA.

William Platt.

In the quite inevitable conflicts which must arise sometimes between the child and the adults around him, the child's obvious weapon, if he feels himself overdone, is the natural one of a flood of tears. But before very long this is declared by his elders to be "babyish," and the highly-strung child, who feels both praise and blame acutely, has to find some substitute. There are many of these; the most common being a spasmodic wrinkling of the features (perhaps part of the effort to restrain tears); a refusal to take food (possibly based on an instinct that digestion is difficult in a state of highly nervous tension); or a spasmodic cough. All these are really the child's way of saying to the adult: "Don't you see that you are pressing me more hardly than I can endure?" If the child's device is allowed obviously to himself to succeed, it will naturally be repeated. That is the danger. But if the child's warning is disregarded the device may be repeated in some more violent form, or some new plan may be tried. The sensible adult will take a mental note of the fact that the nervous symptom has arisen, and without letting the plan of campaign appear to succeed at the moment, will take measures to try to prevent the need of it at a future occasion. It cannot be too clearly stated that every violent scene merely prepares the way for another, equally or increasingly violent, and that safety lies only in the foreseeing of the approach of danger, and in tactfully staving off the scene that is threatening, before it has had time to develop.

Let us trace, briefly, the downward progress of a highly-strung child of highly-strung parents, who has, let us admit, certain peculiarities and little obstinacies described as "tiresome" by adults, and who is often in a state of friction with his parents, governess, nurse, or whatever grown-up people he chiefly associates with, these being persons ignorant of the psychology of nervous children. The child in question begins to develop the self-protecting device of the nervous cough. The adults are at first clearly anxious, and the child is conscious of a victory of these tactics. Very soon, however, the adults begin to see an element of artifice in the cough, and begin to tell the child that he is only "shamming." This is a grave blunder; in the first place, they fail to see that a "sham" cough may be more serious than a real one; in the second place, they have not realised the effect of this upon the child himself. The child only partly knows his own motive, hidden in his sub-consciousness; he refuses to admit even to himself that he has any control of the cough, and it breaks out in more and more violent forms. A doctor is called in, and begins to talk about asthma. If he is a good psychologist, he may outline to the parents the real course of action, that is, the foreseeing of causes of friction, and the wise avoiding of them before they even begin. But he may, for many reasons, not explain this, or if he does, the parents may not carry it out; or if they do, the nurse, governess or teacher may not; plenty of silly people will be found to argue in the "good, old-fashioned way" that to avoid friction is to spoil the child, who must "learn to take his place" in a somewhat rough world. The child is now going to school, and unless the school is a modern one, with individual treatment, new causes of friction and of asthma will arise, and always the useless assertion, by people who talk nonsense about "common-sense," that the cough is often put on. You will hear the other boys say: "Latin exam. to-morrow; Potter is sure to have asthma!" clearly implying a belief that the cough is deliberate. This, though not strictly true,

has a dangerous element of truth; dangerous because misleading as to the actual progress of the disease. The will-power, that should control the nerves governing the smaller bronchial tubes, has been very seriously weakened in this direction by the boy's life-history; anything of a depressing nature makes these nerves fail. But the boy is now paying a heavy penalty, because he also finds that anything of an exciting nature makes these nerves fail equally. He may, for instance, be quite a good footballer at back or goal; but the desired football match finds him as unable to play as the undesired Latin examination found him unable to compete.

The complaint may still be wholly of a nervous character, or actual local weakness may have supervened; but in either case it will now be beyond cure, a life-long heritage. With manhood, however, will come probably a saving familiarity with this symptom which will enable him to be his own best physician, and we will be optimistic enough to hope for him a long and useful life despite a very serious disability.

It remains to be added that it is not always friction that sets up neurotic tendencies in a child. An excessive desire for sympathy will have this effect, though rarely to a harmful degree. I have known a little child to put stones in his shoes from a desire to hear his mother's sympathetic words when she removed them. I have known a boy, liable to skin disease, to rub his skin with dirt and grit so as to bring on an attack and the consequent petting. Certain children occasionally refuse food for the same end. The best treatment in all these cases is to take as little notice as possible. Pathetic appeals or moving indignation are equally useless. A spice of humour, if thoroughly good-tempered, is effective.

A certain little lad was staying with friends in the country. When the day came for him to return home, he protested at breakfast that he could not eat anything, he was too excited. He did, however, when he thought that no one was looking, eat a certain amount. Shortly afterwards he had to mount the hill to go to the station, and he at once protested that he could not go up a hill *after a heavy meal!* He could not help joining in the hearty laughter that followed. Humour, understanding, and a sympathy blended with wisdom are the real solvents of difficulties which if wrongly treated lead to life-long disabilities.

## AN EDUCATIONAL EXPERIMENT.

Mr. D. M'Ewan, Research Scholar, Glasgow University, lectured to a number of headmasters and teachers in Glasgow on "Astronomy as a School Subject." The lecturer invited his audience to examine various maps and diagrams and also apparatus designed for the purpose of simplifying geography. He specially exhibited an "Umbrella Star Map" and, showed how scholars could easily acquire a knowledge of the stars and their apparent movements for all hours and seasons. Mr. M'Ewan's apparatus is marvellously simple; it can be manufactured by the scholars themselves at the minimum of cost. His system wholly avoids mathematical intricacies, and can be understood by quite young children. Its educative importance is great, for an understanding of natural phenomena and the simple facts of science, in addition to its commercial value, exercises a broadening influence on the mental outlook, contributing towards that stability of mind which is one of the aims of the teacher to obtain. By Mr. M'Ewan's researches, it has been rendered possible for the scholar even in the humblest school to have the teaching in geography, which is already given, amplified and illuminated by having it brought into relation with the fundamental facts of astronomical science.

## THE EXERCISE OF WRITING VERSE.

N. R. Ewart Smith.

IN the March issue of the EDUCATIONAL TIMES I briefly expressed a few opinions on the teaching of poetry, in the course of which I recommended the practice of setting the scholars verse composition. I have followed this method myself at various times and have found it to be of great value, not only in arousing interest in a subject the importance of which is too often overlooked, and in destroying the idea too often prevalent in the minds of boys that poetry is not only simple but useless, but in teaching scholars to write good English, which should be the chief aim of all who teach our language. Verse composition, which is swiftly increasing in popularity among all classes, causes one to seek the most beautiful and at the same time the most expressive words, and to arrange them in the best and most attractive order. Music appeals to all in varying degrees, and there is none who does not realise the presence of music in the rhythm of ordered words, either consciously or sub-consciously. A beautiful thought is often retained in the memory because of the musical beauty of the poetry which clothes it, which makes it cling to the memory as tenaciously as a limpet clings to a rock. On almost innumerable occasions I have been asked from what poems certain lines are taken, and the reason for the requests has almost invariably been "because the lines have haunted" the minds of those who have asked.

I have often noticed the boys, when writing verse, either nodding their heads, or keeping time in some other way (it is advisable to encourage the practice of fixing pieces of rubber on the ends of pencils), with the steady beat of the accented syllables, which has shown me that they have realised the necessity of maintaining the rhythm of the metre as well as correct grammar. In view of the fact that the verb is often separated from the subject by adjectival clauses or lengthy metaphors, amounting perhaps to several lines, great care has to be given to the observance of the rules of grammar, or one is apt to find a plural subject governing a singular verb, or *vice versa*.

It is a good idea to allow boys, when commencing verse writing, to select some particular poems as models for metre, and where this is allowed the metre of the poems selected should be regular and not too difficult. For those beginning it is best that all efforts should be confined to the popular and simple iambic feet. The periods devoted to this form of composition should not be so frequent as to destroy the interest which they arouse, but should be regularly observed at suitable times. I think most teachers will agree that a great deal of poor work is due to a faulty arrangement of the time-table.

As a point of interest to many who may read this, I insert a few examples of verses written by scholars. I have neither selected the best nor the worst, but the following must certainly be considered quite good as the first attempt at versifying by a boy of nine. I have made no alterations, save to correct one spelling error.

One day, long ago, in the days of old,  
When Robin Hood looked very bold,  
Among the trees he chanced to spy  
A gallant butcher riding by.

Then Robin to the butcher spoke,  
And nearly all the reins he broke.  
Quoth he, "My man, you look so gay,  
You must stay home this lovely day.

I'll buy your meat and your blue coat, too,  
I'll go to market and see who's who.  
They'll buy from a butcher gay like me,"  
And away went Robin, laughing with glee.

Then Robin Hood to Nottingham went,  
To sell his meat of course he meant ;  
He sold his beef at twopence a pound,  
While the other butchers sulked around.

He went to dine with the Sheriff proud ;  
The other butchers came in a crowd.  
After dinner the Sheriff said,  
"It's time, my men, we went to bed."

Next day the Sheriff to Robin came  
(And Robin enjoyed the merry game).  
Quoth the Sheriff, "I'll buy your beasts to-day,"  
And he went to Sherwood with Robin so gay.

When the Sheriff and Robin reached the caves,  
Said Robin, "I'll show how I deal with knaves."  
The Sheriff was frightened as frightened could be,  
Quoth Robin to Sheriff, "You must deal with me."

He took Sheriff's money and sent him away ;  
Then Robin Hood laughed—he'd enjoyed his day.

Of course, the critical will find numerous faults, but there can be no doubt that the lines show something of the right spirit. The following extracts are from verses by boys thirteen years of age:—

Christmas, that joyous, festive time,  
Renowned by men in prose and rhyme,  
With ruddy blaze and flowing bowl,  
With widow's gift and orphan's dole ;

At such a time the whole world round  
The hearts of men with joy rebound ;  
Their thoughts are pure, their actions kind,  
And all possess a gen'rous mind.

The following verse is from the conclusion of a description of a warship waiting outside Kiel for the Germans to come out. It certainly possesses a gentle vein of irony:—

The sailors walked about on deck  
Until it grew a bore,  
And no one would have really thought  
The country was at war.

If teachers could give this method a trial, perhaps once a fortnight, I feel sure they would find the results encouraging.

### Origin of a School.

A letter from the children of Farway School, Honiton, Devon, states:—

"A farmer who lived at Boycombe about 200 years ago was ploughing one day on the top of a hill and ploughed up a crock of money. Half of this he kept for himself and with the other half he built a new aisle to the church and also the school. The place where he found the money is still called Money-acre Corner."

### The Horniman Museum.

But few children in South London are not acquainted with the Museum at Forest Hill. Teachers may bring classes to the Museum at any time during the hours of opening, and printed papers of questions relating to certain sections for the use of classes may be obtained. Those coming from a long distance may be admitted before the ordinary hour of opening by special permission only.

## MUSIC.

**Music without Tears.**

The Lecture Recital seems to be gaining in popularity. From being a special affair its tactics are being introduced into the ordinary concert recital. Mr. Mitchell, at the instigation of a critic, introduced the idea into his last pianoforte recital at the Mortimer Hall, where he not only played Scriabin's 7th Sonata twice, but also told us those things which are generally told us by the analytical programme. The advantage of this method cannot be over-emphasized.

Of those among an audience who remember to read their programmes early enough in the evening and are not, while one piece is being performed, reading the notes to the next, quite a large proportion cannot read music sufficiently well to make out the quotations. Consider, for instance, the blank puzzlement of the majority of concert goers when confronted with the written presentment of the "Brumeaux" chord which opens Scriabin's "Prometheus." Even when the orchestra gives it out their feelings for identification are rather hurt and their kindest comment may only be "so that is that—well I wouldn't wonder." On the other hand, if the chord were played to them the chances are they would have a very good idea of what to expect a second time and they would wait for it with interested curiosity, the difference lying in the fact that after reading the programme there is an instinctive tendency to **look** for the quotation rather than to **listen** for it—in fact, a forgetting to use one's ears. With the demonstration method this could not be, more especially as the attention could not be divided between the performance and the programme.

Another advantage would be that an aural acquaintance with the material used in a composition would help the listener to recognise that material wherever it was used, even when it was altered to some extent. It is a little difficult to explain this without some form of illustration, but it may be assumed that most of my readers either know or can look at some sort of score of Mozart's E flat Symphony (1788), written, I believe, to surprise the Parisians, which it did. (For further identification it may be mentioned as the one containing the famous Minuetto always inserted in pianoforte "Albums.") Take the opening theme of the Finale. In the forty-fourth bar, preparatory to a modulation, the initial phrase is treated to a new tail, a very piquant and twisted tail. I think it is not difficult to imagine how much better one could appreciate the effect of this if the first theme had properly entered one's ears rather than been vaguely recognised in print. The better one knew the first idea the better one could appreciate the joke of its new treatment and the reason for those three nagging F's from the first violins. When one realises that the wood-wind, making a combined raid, has carried away the end of the violins remark, the irritation of the violins and their anxiety to appear undisturbed is obvious. I am told that the Parisians laughed. Perhaps they understood it.

They must be a very sensitive people.

This idea of lecture recitals, if it gains ground, may go far to provide us with far more intelligent audiences than heretofore. Barring those people to whom music is either an emotional wallow or a background to something else—and these seldom go to concerts—the only people who could have any objection to this form of recital would be those whose knowledge of music is such as to make it entirely useless, and these are too few for any good sociologist to worry about; besides which it is possible that they, too, never go to concerts at all.

RUPERT LEE.

## ART IN LONDON.

**Wyndham Lewis.**

A fierce immensity of humour is Wyndham Lewis' outstanding characteristic. For all his aggressive verbosity he is very funny, and only those who do him the justice of appreciating his humour will, in fact, do him justice at all. He formally presents to the public in his exhibition at the Leicester Galleries a new species of being—the Tyro. No paraphrase can approach in vigour or vorticism the definition of the Tyro given by Lewis in his preface to the catalogue. "These immense novices," which "brandish their appetites in their faces" ("teeth" would be even harsher, would crenellate still more jaggedly the cornice of this embattled prose) have been invented "to synthetise the main comic ideas that attack the artist at the moment." And they do so. Like monumental obscenities they dominate the gallery and stir the awestruck observer to a laughter not far from terror and to a blush not far from bawdy glee. Why these tyro pictures are good pictures is hard to express. They have stature, and strong, hearty colouring, and design that braces the muscles, but such trivial compliments bounce off their giant shamelessness as bread pills from an armoured train. The portrait of Lewis as a Tyro (28) is on a par with any triumphant horror of romantic art. Wyndham Lewis is romantic as Rabelais was romantic; he masks his ideals as for some hideous super-carnival, till they tower above normal thought and stalk grimacing on their admirable way. The painter admits an admiration for Swift, but he understates his own merits if he regards the Tyro as mainly satirical. The comic embraces satire, but its essence is something greater. One would smile with quick appreciation were Lewis a satirist; one gurgles with broad delight because he is more than this.

The whole exhibition is not composed of Tyros. By the side of these menacing but joyous ogres hang oil paintings "done in contact with nature" and drawings according to the purest gospel of accepted form. Lewis, concerned to prove his competence, shows these drawings as one shows a certificate of accountancy—to get a job. Doubtless such a procedure is wise. Some will agree that no artist but one of singularly complete qualification could have created the Tyro pictures; others, however, rasped by the asperities of the Lewis imagination, will cry angrily that an inefficient has done these things, and ponder legislation for compulsory realism for cubists. In the face of the drawings they will go their way in peace. How is such rapid suggestion of human attitude achieved with lines so few and sure? Whence comes the expression into faces drawn without eyes or, on occasions, with little else? Only great sureness of draughtsmanship and a complete understanding of form provide the technical equipment necessary for these and similar exercises. Connoisseurs who visit the Leicester Galleries will see work as masterly as is now being produced in England; those who can afford to buy will make a fine investment; all and sundry in need of merriment may go in search of humour and be sure that if they do not laugh, the fault is theirs.

After his pictures, and with turbulent memories of "Blast" booming in our heads, Wyndham Lewis' new journal "The Tyro" is a disappointment. The shape is awkward, the printing insignificant, the contents undistinguished. Perhaps the editor's serial story may develop in later issues; it is the most promising item in this first number. Curious persons may obtain "The Tyro" from the Leicester Galleries. The price is 1/6 per copy; an annual subscription, post free, amounts to 6/6. It is intended to bring out the magazine at intervals of two or three months.

MICHAEL SADLEIR.

## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

## Progress with the Burnham Scales.

Since last I wrote the Burnham Committee has made considerable progress with the work of allocating scales, and I hear the business of allocation is nearing completion. It is, of course, impossible to give any particulars as yet. None will be disclosed until the work is finished and the allocations are published as a whole. By the time these notes appear the full committee will have met three times since Easter. I understand that where local authorities and teachers have agreed as to which of the standard scales is the appropriate scale for their area there is every probability of that scale being confirmed and allocated by the committee, but I still have very grave doubts as to whether the committee will confirm and allocate Scale IV in any area outside the London area, even should there be agreement between the local authority and the teachers. It is well known the panels are absolutely at variance on this point, and this being so there will be breaks in the committee's allocation.

There appears to be some doubt with regard to the form in which the report of the allocations will be made known. The question arising seems to be this: Will the allocations appear as the Board's or the Committee's? Mr. Fisher, in his letter to Lord Burnham, made it plain the Board's recognition of the allocated scales as suitable to rank for payment of grant would be subject to the Board's approval on a review of the committee's work as a whole. The total cost of the scheme has to be estimated and approved by the Board before any of the scales can be recognised.

I presume where the Board does not approve it will endeavour to convince the committee the allocation is wrong, and failing this will override the committee either by not recognising the allocated scales for grant purposes, or by making an allocation of its own. If any of the allocations are altered **by the committee** on the suggestion of the Board they will, of course, become the committee's allocations and may be published as such. If, however, the committee do not agree and the Board's allocations are insisted on, I presume the committee will refrain from accepting responsibility.

## The London Central School Scale.

Mr. Fisher's answer in the House of Commons to a question as to the payment of teachers in central schools made it perfectly plain the Board will not pay grant on a central school **scale** of salaries if that scale is higher than Standard Scale IV of the Burnham Committee's scales. He says in effect the central schools are part of the elementary school system and are therefore governed as regards the payment of the teachers as a class by the Burnham Committee's report on standard scales of salaries for "elementary school teachers." There may be higher payments to individual teachers on account of special qualifications or on account of special responsibilities, but there may not be higher payments to these teachers as a **class**. In other words, there may not be a central school scale. Now London has a central school scale and teachers in central schools have been paid in accordance therewith since 1st April, 1920. As a result of the Board's action new appointments to these schools—heads and assistants—are now being made on terms of the ordinary standard Scale IV. The salaries are described in the advertisements as "provisional." This seems to point to the possibility of the Council ultimately deciding to pay on its central school scale without seeking any assistance from the Board's grants on the difference between the two scales. I cannot imagine the Council going back on its pledged word to **existing** teachers, and its pledged word extends to 1st April, 1923.

## BLUE BOOK SUMMARY.

## The Passing of the Art Pupil Teacher.

When the next edition of the "Regulations for Technical Schools, Schools of Art, and other forms of Provision of Further Education" is issued, one hitherto important section will disappear. The 1918 issue (now out of print) has been amended by various statutory rules and orders during the last two years, and it will be a relief to get a new administrative code free for a time from the evils of legislation by reference. By a circular (No. 1205) dated March 31, the Board gives notice that as from August 1 next no new art pupil teacher will be recognised under Article 52 of these regulations. And Article 52 set out the condition under which grant can be claimed in respect of these art teachers *in posse*.

This "Article 52 grant" was a separate grant intended to assist managers of art schools in "training young qualified and deserving students" to become teachers of art. Such had to be between seventeen and twenty-one years of age on appointment and must have received a preliminary general education such as was evidenced by a pass in the Preliminary Examination for the Elementary School Teacher's Certificate or its equivalent; in addition he had to hold certain art qualifications.

The requirements for teachers in schools of art are now laid down in Rules 109 of 1918. A candidate must have passed the Board's examination in drawing and in either painting, or modelling, or pictorial or industrial design; or in place of this the Final Examination of the R.I.B.A. in architecture. He must also submit evidence of possessing a certain standard of general education—the London Matriculation being typical of the two dozen or so examinations which are recognised for the purpose. These are the normal arrangements. And if the grant was to be renewed the pupil teacher had to show that he was making proper progress and showing due industriousness. Under this system a large number of young persons were enabled to continue their full time studies in art.

A further period of a year's work must follow, and in this time he will "primarily apply himself to a suitable study of the principles of teaching and school management in relation to artistic subjects, and will undertake a substantial amount of practice in teaching, under supervision, classes in schools of art." Armed with the aforementioned qualification, the passing of an examination in the principles of teaching will procure for him the new Art Teaching Certificate.

Now that this particular grant is to be abolished after July 31, how does the Board propose to aid the prospective art teacher to pursue his training? The answer is supplied by Circular 1167, which deals with Grant Regulation No. 14, being the Higher Education (Maintenance Allowance Grant) Regulations, 1919. This circular gave guidance to Part II Authorities in drawing up their schemes of aid by way of scholarships and maintenance to suitable candidates. The circular suggested a classification of these awards into minor, intermediate, major and special, and it is among these that our former grant-earning art pupil teacher must look for help in following his career. The youthful aspirant in art teaching may have his feet set on the ladder which leads upwards to his goal. A minor award may give him a course in a junior department of a school of art; or an intermediate award may carry him on from the secondary school or a part time course to a full time course in a school of art; and a special award may pass the future art teacher through a training course other than these recognised under the Regulation for Training Teachers. Provided the holders are qualified to profit by these awards and are prepared to give an undertaking to complete the training the Board will be prepared to recognise such awards for a maintenance grant under these Regulations.

## EDUCATION ABROAD.

**The Hindu Student.** By S. B. Banerjea, late Editor  
"The Calcutta University Magazine."

Before India was conquered by the English, education was confined to the higher castes, namely the Bramhans, the Khatviyas, and the Vaishyas. But education is now available to anybody and everybody. It is rapidly spreading among the lower classes; and should the Government introduce compulsory education, there will come a day when even the pariah will be able to read and write in his mother tongue—to his good, to the good of his motherland.

I have said education has spread in the land. In fact, there is hardly one village which does not boast a "Patsala" or two. It is about these Patsalas that I now intend to write.

The teacher of a "Patsala" is called a "Gurumahasaya" or "Guruji." He is generally a Bramhan, or a Kayastha, who possesses a general and superficial knowledge of many subjects. It is he who prepares the foundation—a somewhat unsafe one—the edifice being reared in schools and colleges.

Having made up his mind to start a Patsala, the Guru calls on the parents of little boys living within a radius of two or three miles of his hut, and entreats them to send them to his Patsala, where he will teach them the three R's, village accounts, etc. He hardly ever fails to secure a sufficient number of students. His remuneration varies according to the condition of the purse of the parents, who pay anything from one anna (one penny) to four annas per month. Some also pay in kind, such as rice, ghee (clarified butter), etc. He next proceeds to select a suitable place for his Patsala. If there be any well-to-do person in his village, he prevails upon him to lend the use of his "chandimandap" (the place where pujas are performed), or a room which he does not use, for holding his classes. Having made these arrangements, he consults an almanac and on an auspicious day his Patsala is started with some ceremony.

The pupils, of course, are drawn from all classes; but if any high caste parent objects to allow his son to sit with a low caste boy, the Gurumahasaya, in fear of losing his favour, makes him sit in a separate place, and so no trouble arises. He pays more attention to those who pay well than to those who do not.

The Hindu lad generally begins his studies in his fifth year, as is enjoined by his Sastras (sacred books). On an auspicious day, if his parents be well-to-do, the ceremony of "Bidyarambka" is performed, which costs a good round sum; and then having received the blessings of his father, mother, family priest and other superiors, he commences his studies, which are always begun with "Hatekhari." That is to say, the first few alphabets are written for him on a slate or a palm leaf, on which he is asked to trace several times. The "Hatekhari," in the case of the well-to-do, is done at home, in that of others at the Patsala.

There he is entrusted to the care of the Gurumahasaya; who is requested to look after him attentively, and not to illtreat him. At the same time, some hints of reward are thrown out, which make the Guru promise that he will treat him as his own child. Some also throw out dark hints of punishment, which, as also the fear of losing their patronage, make him declare that he will do just what he has been asked to do.

The student is made to rise early in all seasons of the year. If he is the son of pious parents, he is then made to pray to the deity, after which he performs his morning ablutions and takes something. He then puts on his dress—which is of the simplest kind, possibly consisting generally of a chudder (sheet) and a cloth, and sometimes a shirt and

coat, and taking his books, slate, pencil, etc., he leaves home for his Patsala. For a week or so some one of his relatives accompanies him, so that he may not become frightened and run away.

For the first few days he has nothing to do but to trace the alphabets, which the Guru writes out for him on his slate or palm leaf. When he succeeds in mastering them he is made to write them out himself, without help from anybody. If he can perform this task satisfactorily, he is then taught the combination of words, etc.

A diligent student is generally able to learn the alphabets in a week, but I have known of cases where it has taken a month or so to master them.

By and by, according to the ability and diligence of the pupil, he is taught the first four rules of arithmetic, village accounts, and a little poetry.

To learn the elements of these subjects a period of two years or more is necessary. And then, as the Guru has nothing more to teach, the boy is sent to a school to learn English and other subjects. But generally the studies end there, as the parent, in most cases, cannot afford to pay his school fees, and consoles himself by thinking that his boy has learned enough for all practical purposes.

The Patsala hours vary in different places; but generally  $2\frac{1}{2}$  hours in the morning—7 to 9-30 a.m.—and the same number of hours in the afternoon—2-30 to 5 p.m.—are devoted to study. Some hold their classes from 10-30 a.m. to 4 p.m., but this practice is discouraged. In the morning lessons on the text books are given; and in the afternoon arithmetic, accounts, and one or two other subjects are taught.

The pupils commence their study by a prayer to the goddess of learning (Saraswati). Then the Guru gives his daily lessons, thunders at someone for his absence the day before, chastises another for making faces at a fellow pupil, orders his favourite to prepare his hooka, and so on. At the close of the day all the boys—juniors and seniors—stand in a row, with folded palms, and the "sardarpono" (that is the most advanced pupil, generally a favourite) then offers up another prayer to the goddess of learning, in which he is heartily joined by all his fellows. When this is finished, the lads rush out kicking and fighting—a sight indeed to see.

The pupils soon return home and, after eating some food, play for a while. They then go over what they have done at their Patsala, and at 8 or 8-30 p.m. eat some food and retire to their beds.

It must not be supposed that the Guru is a mild and inoffensive creature. On the contrary, he is a very stern and unyielding man—to his pupils. His very name strikes terror in the hearts of those under his care. No wonder that when a lad becomes naughty his mother is able to frighten him into quietness by merely telling him that she will report against him to his Guru—a threat that never fails in its object, for the time being at least.

At the end of the year a sub-inspector or a deputy inspector of schools comes to examine the Patsalas. If he finds that the pupils have learned something, he gives prizes to the deserving lads and encourages them in every way to continue their studies. He also recommends a grant in aid, which varies according to the number of pupils in the place.

The Guru always keeps his Patsala closed on the days which are reckoned as Hindu holidays, as also on those on which study is prohibited by the Sastras.

It is the Guru, then, who prepares the groundwork. The edifice is reared in schools and colleges.



## ASSOCIATION NEWS.

### The Teachers Council.

Owing to the Easter vacation there was no meeting of the Council during April. The next meeting is arranged to take place on Friday, May 27th, and on the following day there will be a meeting of representatives of national Associations of Teachers for the purpose of carrying forward the discussion which was begun at the conference held last year, when certain important resolutions were carried relating to the unification of the teaching profession and the development of a fuller measure of recognised co-operation between teachers and the administration. Applications for admission to the Register continue at a satisfactory rate, but the existence of the Official List of Associate Teachers is not yet sufficiently well known. This list is a preliminary to the Register, and is open to all teachers or intending teachers who have passed an examination of the standard of the Senior Local, the Preliminary Certificate, or Matriculation.

### The College of Preceptors.

At the Council meeting on April 9th it was unanimously resolved to recommend that the Honorary Fellowship of the College should be conferred on the Dean (Mr. W. G. Rushbrooke, LL.M., M.A.) and Treasurer (Mr. G. Armitage Smith, LL.D.) in recognition of their long and zealous service.

In the House of Commons, during the debate on the Education Estimates, Sir Philip Magnus, President of the College, urged that there should be appointed a competent committee to consider the working of the Teachers' Superannuation Act in its effects on independent schools. A summary of Sir Philip's speech will be found on another page.

### The Teachers' Guild.

The list of holiday resorts and recommended addresses for 1921 has been issued. Members of the Guild may obtain a copy free of charge by sending twopence to cover postage. For others the price is two shillings, including postage.

The Council of the Guild have passed a resolution urging that geography should be recognised more fully in the curriculum of secondary schools, especially as a subject in the advanced course.

### School Journey Association.—

#### Music on School Journeys.

At the London Day Training College, on Friday, April 15, 1921, under the auspices of the School Journey Association, a most interesting lecture on the above subject was given by Dr. F. Hedgcock, with Mr. Walter W. Hedgcock at the piano.

The lecturer stated that a School Journey without songs seemed impossible. A weary party on its homeward tread soon forgot distance and fatigue if a spirited march were sung. The historical references in the songs should be explained, so that "The March of the Men of Harlech" or "Who would not fight for Charlie" would cause the boys to imagine they were equipped for the fray.

After the day's work, many an enjoyable hour could be passed by singing songs from the school's repertoire; these should contain the seeds of culture, truth and beauty in contrast with vulgarity. This was illustrated by a "Basque Lullaby." Some of the nigger melodies are very suitable.

For school parties at the seaside there is great wealth of English songs illustrating its naval battles, etc.

Songs of the locality might be found suitable, and the lecturer, a Sussex man, sang an old county carol, "The Moon Shines Bright," also "The Woodcutter."

Numerous examples from the English, Scotch, Welsh, and American airs were sung by the lecturer.

## SCHOOLS, COLLEGES AND UNIVERSITIES.

### Money for Universities.

Reading University College is to receive a grant of £2,000 awarded by the Education Committee and approved by the Town Council.

Armstrong College benefits under the will of Sir Lindsay Wood, D.L., J.P. (for forty-four years chairman of the Durham Coal Owners' Association) who died last September and left £4,000 on trust to augment the second general fund. This fund is applied to augmenting the salaries of the Principal and certain professors, and after this to the general endowment of the college.

### Bristol.

At a luncheon given by the authorities, Sir Isambard Owen, the Vice-Chancellor, who presided, spoke of the value of the laboratories of technical colleges and Universities during the war, and said that it was a matter of great practical consequence to an industrial country like England that the highest knowledge and intellectual training should be available to all amongst its youth who were capable of profiting by it. The University was the pivot of the whole educational system, and its efficiency should nowhere be regarded with indifference. He appealed to the public of the district for their support; for a University dependent mainly or wholly on the Government was not a free University.

### "What Manchester does To-day."

In Manchester education seems to be humming. The Education Committee has organised summer courses comprising day and evening classes in commercial, professional and domestic subjects. What strikes one as an altogether new note in hustle are the mid-day language classes held from 12—2 every day! And in comprehensiveness also; for the languages offered are: French, German, Spanish, Portuguese, Danish, Dutch, Russian, Swedish, Arabic and Chinese. Why stop there? Japanese, Malay and Hindi might also find a place. The fees range from 7s. 6d. to 10s. 6d. The Central School of Domestic Economy has courses in all branches of dressmaking, cookery, and confectionery. There are also classes in physical exercise, sick nursing, folk dancing, and infant welfare.

### The Power of the Purse.

As illustrating the limitations in the power of a Council Education Committee, what has happened at Wimbleton is noteworthy. Committee and teachers had agreed on Scale IV as the appropriate one. The Finance Committee of the Borough disagree and refuse to make provision for anything beyond Scale III. They argue that the present salaries paid show an increase of 185 per cent. on pre-war payments, and therefore they are not justified in budgeting for anything beyond Scale III. The Borough will therefore save three farthings in the £ for the current half-year.

### School Children's Work.

Two recent exhibitions of the work of school children deserve mention. At Northampton during education week 1,200 exhibits were shown from all parts of the county. They illustrated the gradual development of power from the earliest up to thirteen or fourteen. Beyond that the same regularity of improvement was not so evident—an object lesson perhaps of the ill results of a truncated system. The exhibits from the special school showed what may be done even for mentally defectives.

The second was held at the Town Hall of Cleckheaton, where an illustrative recital was given by scholars from the schools of the area. Morris and country dances were performed, and folk-songs sung. The "Flamborough Sword Dance" and the singing of the Coventry Nativity Carol of 1534 were outstanding items. The balcony and area of the hall were crowded with scholars.



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## PERSONAL NOTES.

**Miss B. S. Phillpotts, O.B.E., Litt.D.**

Miss Bertha Phillpotts, Principal of Westfield College, has been appointed Mistress of Girton College, but will not take up the duties until 1922. In the meantime Miss K. Jex-Blake, the retiring headmistress, will continue in office.

Miss Phillpotts is a daughter of Dr. J. S. Phillpotts, for many years headmaster of Bedford Grammar School. She was educated at Girton, and was placed in the first class of the Modern Languages Tripos in 1901. She was otherwise connected with Girton as Research Student, Librarian, and Lecturer, and was for two years Lady Carlisle Resident Fellow at Somerville College, Oxford.

**Sir E. Parrott, LL.D.**

Sir Edward Parrott died at Edinburgh on April 6th. Many of his friends noticed how ill he looked during the previous week at Bridlington, but the tragic news comes to them as a great shock. He was trained at Cheltenham College, and, like his father, became a school teacher.

At Trinity College, Dublin, he took the degree of M.A., and in 1900 became LL.D., heading the examination list.

He taught in Sheffield and Liverpool, but his principal work was editing and preparing school books.

He was well known in Scotland as a politician, and his services to the Liberal party were rewarded with a knighthood in 1910.

In 1917 he became M.P. for South Edinburgh.

For his efforts on behalf of Belgian and Serbian refugees he received Orders from both governments.

**Mr. B. M. Jones, D.S.O.**

Bernard Monatt Jones, Professor of Chemistry at Aberystwyth University College, is appointed Principal of the Manchester College of Technology. He was educated at Dulwich and Balliol College, Oxford. For a time he was Professor of Chemistry at Lahore College. He joined the London Scottish, was rapidly promoted to be Lieutenant Colonel, and was three times mentioned in despatches.

**The Rev. G. P. Gould.**

The Rev. George Pearce Gould, M.A., D.D., late Principal of Regent's Park College, recently died at Hampstead, aged 72 years. He was educated at Amersham Hall, Glasgow University, and in Germany. He was a pastor at Bournemouth, Boscombe, and Bristol; was Professor of Hebrew at Regent's Park College, and finally Principal. In that position he lectured a great deal and trained many men for the Baptist ministry; in addition he held the position of President of the Baptist Union.

**Mr. T. Boyce, M.A., B.Sc.**

Mr. Boyce, the new Director of Education for Wigan, was a teacher in Blackburn until he became Assistant Education Officer at Coventry.

**Lady Hort.**

Lady Hort, wife of Sir Arthur Hort, a master at Harrow School, and daughter of the late Canon G. C. Bell, Headmaster of Marlborough, has been made a Justice of the Peace for Middlesex.

**Miss Lynda Grier.**

Miss Lynda Grier, of Newnham College, Cambridge, succeeds Miss Henrietta Jex-Blake as Principal of Lady Margaret Hall, Oxford.

Miss Grier's election has been unanimous, and she will take up her duties at Michaelmas Term. Miss Grier was appointed to teach Economics at Newnham in 1909.

During the war she undertook the work of the Professor of Economics at Leeds, who was absent on war service, and organised a course of training in social subjects specially intended for welfare workers. She returned to Newnham in 1919.

## NEWS ITEMS.

**Girls and Games.**

Miss Cowdroy, of Crouch End High School, says that strenuous physical exercises, such as hockey, which are suitable for boys, are unsuitable for girls.

Spoiled tempers are not the only evils which result, for, owing to physiological differences in build, women are less capable of withstanding physical stress than men.

Strenuous exercise is apt to displace important organs and to set up "reflex" symptoms, so that the balance of the nervous system is upset.

**Royal Naval College, Osborne.**

The Royal Naval College, which for about eighteen years has been a temporary establishment for the preliminary training of cadets for the Royal Navy, has now been closed. One hundred and sixty-five cadets will pass on to Dartmouth in May, where there is ample accommodation. The students will all be under one authority, and public money in respect of upkeep and maintenance will be saved.

**Cirencester College.**

At the beginning of the war nearly all the students and staff of Cirencester Agricultural College joined the army or navy, and the college was closed; but Lord Crewe and Lord Bledisloe, two old students, are endeavouring to raise £25,000, the sum required to re-establish the oldest educational centre in scientific agriculture and forestry.

**Police Education.**

The Board of Education and the Home Office have come to the conclusion that in future the cost of providing special classes for the police must be defrayed from police funds, and must no longer be a final charge upon educational funds, either central or local. The time during which a teacher is engaged in conducting classes for members of the force cannot be counted as recognised service for purposes of the Superannuation Act of 1918.

**An Educational Mecca.**

During 1920, 668 visitors from the provinces and abroad applied for permission to see the work of London schools. They came from the Colonies, certain European countries, and even from China and Palestine. Altogether 1,545 visits were paid to different types of institutions, notably to central, open-air, and nursery schools, as well as to technical institutions and trade schools.

**Secondary School Fees.**

Many public and private schools are being forced to raise their fees. The annual cost of keeping a boy at Rugby School is now about £200; and many preparatory schools are much more expensive, and we are assured that in some cases where the fees have been kept down to £150 the housemasters are losing money.

**An Indian School.**

Dr. D. J. Fleming says: "The equipment often consists of nothing more than a table and a chair for the teacher, matting for the pupils to sit on, a blackboard, registers, and a clock. . . . Not half the pupils may possess a book, for their parents cannot scrape together a small coin to purchase one. A few fortunate ones have a slate, but the slate-pencil may not be more than an inch long. It is on the mud floors of such village schools that the educational battle is to be lost or won in India."

**Brussels University.**

The new Medical School of Brussels University, to be supported by the joint action of the city, the University, and the Charities Board, is estimated to cost 100,000,000 francs. Of this amount the Rockefeller Foundation will pay 43,000,000 francs. The plans include the establishment of a nurses' training school in memory of Nurse Edith Cavell and of Mme. Depage (wife of the Belgian surgeon), who lost her life on the Lusitania, after doing much good work in connection with the Belgian Red Cross.

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## THE SUMMER SCHOOLS OF 1921.

THE revival of Summer Schools and Vacation Courses at home and abroad is in some degree a measure of the extent to which the educational world is settling down after the war.

Of general interest is the **Unity Summer School**, arranged by Mr. F. S. Marvin, a staff Inspector in the Board of Education. It will be held at the Woodbrooke Settlement, Selly Oak, Birmingham, from July 30th to August 8th. The main topic is described as "Western Races and the World," and the lectures furnish a historical survey of the relations between advanced and less progressive peoples. The excellent programme is certain to attract a large number, and those who desire to attend should write at once to Mr. Edwin Gilbert, 78, Mutley Plain, Plymouth, enclosing a stamped envelope for particulars.

Students of languages will find their needs met by courses at home and abroad. At **Strasbourg** there are special arrangements for foreign students desiring to study French or German, or both. The course lasts from July 4th to September 24th, but shorter periods may be taken. Enquiries should be addressed to the Bureau de Renseignements pour les étudiants étrangères, Université de Strasbourg, France.

The **University of Grenoble** is conducting a course from July 1st to October 31st, with shorter periods where desired. There are special lectures in French language and literature for foreign students, with preparatory instruction for beginners and practice in reading and speaking. Lectures on phonetics are also arranged. Particulars may be obtained from the University of Grenoble, France.

The **University of Lausanne** is holding courses for foreigners from July 25th to August 26th. Particulars from M. le Directeur des Cours de Vacances, Secrétariat de l'Université, Lausanne.

Other courses on the Continent include those at **Caen**, **Bagnères de Bigorre** (Hautes Pyrénées), **Hamburg**, and **Madrid**.

Language students from abroad will find themselves specially provided for by the **University of London**, which is holding its fourteenth holiday course for foreigners at Bedford College, from July 22nd to August 18th. A class limited in numbers will be arranged for English students desirous of studying phonetics. Particulars may be obtained from the Registrar, Extension Board, University of London, S.W. 7, and early application should be made.

At **Liverpool University** there will be a Summer School of Spanish from July 28th to August 13th. Particulars from the Director of the Summer School of Spanish, the University, Liverpool.

The **Folk Dance Society** is also arranging a special course for teachers, to be held at Cheltenham from July 30th to August 20th, or shorter periods. Particulars may be obtained from the Secretary, English Folk Dance Society, 7, Sicilian Avenue, W.C. 1.

The **Dalcroze School of Eurhythmics** is again holding a summer holiday course at Oxford. Those who have attended previous courses will welcome the opportunity to repeat a delightful experience, and new students will do well to write at once to the Dalcroze School of Eurhythmics, 23, Store Street, London, W.C. 1., asking for particulars.

The **Uplands Association** will hold a Summer Meeting at the Hill Farm, Stockbury, Kent, from July 29th—August 13th. The main theme for study is the New Psychology and its bearing upon Education. There will be practical courses in gardening, spinning, weaving, and other crafts. Application should be made to the Secretary, The Hill Farm, Stockbury, Kent.

At the **Royal Albert Memorial College, Exeter**, there will be a general course for teachers and social workers from

August 8th to August 27th. The fee for the course is two guineas. Hostel accommodation for students will be provided. Apply to the Registrar, Royal Albert Memorial College, Exeter.

The **Department for the Training of Teachers at Oxford** provides a special vacation course lasting from August 3rd to August 30th, open to all students, men or women, whether members of the University or not. The lectures include a course on Aims, Methods and Principles of Education, with shorter courses, each lasting a fortnight, and dealing with special subjects. Thus there are lectures on natural science, mathematics, phonetics, classics, history, geography, and English literature. Applications should be addressed to the Director of Training, 22, St. John Street, Oxford.

Mention may also be made of the courses arranged by :

The **Association for the Reform of Latin Teaching**, to be held at Cambridge from August 5th to 13th, under the direction of Dr. W. H. D. Rouse. Apply to N. O. Parry, Esq., 4, Church Street, Durham.

The **Association of Teachers of Speech Training**, to be held at Stratford-on-Avon, from July 29th to August 13th. This will be followed by a Summer School of Drama, which has been arranged by the **Central School of Speech Training and Dramatic Art**, for the period August 15th to August 27th. Particulars of both schools may be obtained from the Registrar, Central School of Speech Training, Royal Albert Hall, London, S.W. 7.

The Summer Course in Modern Languages arranged by the **University of Cambridge** will begin on Friday, July 29th, and end on Tuesday, August 16th. Classes will be held in French and German composition, and, if required, also in Italian, Spanish and Russian. There will be demonstrations, classes and practical work in phonetics; lectures dealing with current foreign thought and literature, with discussions on topics of interest to teachers of modern languages. During the course a celebration will be held in connection with the six hundredth anniversary of the death of Dante. With this course will be held one on geography and there will be lectures and discussions of interest to students of both schools. Applications should be sent to the Rev. Dr. Cranage, Syndicate Buildings, Cambridge.

The **Educational Handwork Association** is arranging courses at Scarborough, Southport, St. Anne's-on-Sea, Falmouth and Brecon, from July 25th to August 20th. Applications may be sent to J. Tipping, Esq., 35, Lower Rushton Road, Bradford.

At Queenwood, Eastbourne, the **Froebel Society** will again hold a school for teachers of junior pupils. Apply to Miss Ostle, Secretary, Froebel Society, 4, Bloomsbury Square, London, W.C. 1.

A general course will be provided at the **North Wales Counties Training College, Bangor**, from July 30th to August 20th, when the subjects will be related to the curriculum of junior and primary schools. Apply to the Principal, Normal College, Bangor.

Mention should be made of a summer holiday course which is to be held at the **Institute for Higher Education, Florence**, for students who desire to improve their knowledge of the Italian language, literature and scientific culture. Special facilities for travel are arranged, and full particulars may be obtained from Il Segretario Corsi Estivi per Stranieri, Istituto di Studi Superiori, Piazza San Marco, 2, Florence, Italy.

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Prodigious!—and some will say, a prodigy. Monumental certainly; but perhaps, also, to remain as a monument. For there is no mistaking the book that the thought and the toil of years has made—sixteen went to the making of this. There was patience to learn the long preliminaries of a great task, high endeavour in the attempt, vision in the aim. Some of us have happened upon a little grey book called "A National System of Education" (Longmans, 1920). It is embodied here, as part of a wider scheme.

The author left the Manchester College of Technology to become the General Secretary of the League of Nations Union. One can vision him dealing with the idea of the League chiefly as a necessary clearing away of cluttering prejudices, in order that the Temple of Education may be built. Temples, rather, since his writing is expressed in diversity.

This is by no means a work to be read easily. It was produced with toil, and asks some toil in the understanding. Further, it will arouse an instinctive revolt in the minds of those who can follow teaching as an art, but flinch from the view of it as a science; or even deny the possibility of education becoming a science. Here we are, with neurograms appearing in the first fifty pages (out of 500). There are Psychoses and Neuroses, definite laws of thought, maximal endarchies . . . A serious book; and those who do not take education very seriously will turn impatiently from it. Others, who can teach, but are inapt for general ideas, will leave it in sheer despair. Yet there is high argument, and stuff of the future world, in this work. It will repay careful reading, and repay richly.

We have more than suggested that it is a difficult book to read. That is so, for those who do not know something of modern psychology or of scientific method; that is, for the purely empirical, the purely artistic, the purely literary. These, indeed, when the issue is fairly set, are apt to deny reality to a science of education. We fear the future holds no hopes for their successors. No new field marked for scientific enquiry, once traversed by the pioneers of exact truth, has ever been abandoned. They are patient, persistent, . . . they terrify.

As for their strange terms, they must be granted. We must cease insisting that the scientist shall say "buttercup" to a pretty yellow flower after we have handed him a meadow crowfoot, a bulbous crowfoot, and perhaps a celandine, under that common name. But also the conditions of a science invite all criticisms. Not only may we venture: we are implored to venture. Let us ask, then, if in a world scheme of education we may justly set forth our aim in such terms, however noble, as "the formation of Christian character"? For the Western world, yes; but what of the millions of Asia? Must we ask them to set aside the noble ethics of Buddha, the practical philosophies of Confucius and Lao-Tse—all of them five centuries older than Christianity; and to come into this circle? Perhaps all are included. Are we dealing with a synthesis of the great ethic of all great human religions? Then, if so, should we not say so. Do we step from nationalism to internationalism in the world political, yet mark still our church boundaries in the world ethical?

SILAS BIRCH.

## REVIEWS.

## Education.

THE NEW ERA IN EDUCATION: edited by Ernest Young. (Philip and Son. Limp cloth, 2s. 6d. net; cloth gilt, 3s. 6d. net.)

This volume is a very welcome addition to the New Era Library. Mr. Young has got together twenty-seven articles of the most varied kind, each illustrating some new development in education. There has been practically no editing in the ordinary sense of that term. Each contributor has been allowed to express himself in his own way. No doubt Mr. Young must have had a great deal to do in the way of hunting up suitable contributors and making the proper selection from the material offered. But once a contributor had been approved and his space allotted, it appears that the editor left him a free hand. He admits that probably none of the schemes would be unanimously approved by a jury of teachers, and this he justly claims is a merit, since "only the commonplace wins unanimity." The best thing a reviewer can do with a collection of this kind is to indicate the scope, so that the reader may know the possibilities of the book. All the newer developments receive illustration: open-air, vocational, "works," kindergarten schools; experiments in self-activity, partnership, independent and co-operative study, self-government, practical civics, child welfare; training in physiology, music and citizenship, art and industry; educational manipulation of public libraries, public museums, rural libraries; out of school activities such as local surveys, the patrol system, scouting, the school journey, camping. In addition, there are unclassifiable articles like that on the Caldecott Community, on the Sheffield Federated Education Association, and a remarkable contribution on transmutation in which the emotion aroused by one artistic presentation is expressed in another. Altogether this is a book to be warmly commended to those whose minds are open to new ideas.

J.A.

A YOUNG GIRL'S DIARY. Prefaced by a Letter by Freud. (Allen and Unwin. 12s. 6d. net.)

He is a rash man who nowadays speaks of the "normal" child, but with a due sense of temerity one may venture to say that the most striking fact of this very striking book is the impression conveyed of the "normality" of the little girl, whose actual diary of adolescence is now translated and available in English. Gretl Lainer is the ordinary child of good family, loved but not spoiled by her (evidently) intelligent and cultivated parents, quarrelsome and yet friendly with her sister and brothers, happy and miserable, precocious and yet childish. That the document is genuine cannot be doubted, and it is a high compliment deserved by a most skilful translation to say that the quaint high spirits, the periods of horror and perplexity, the intriguing blend of self-consciousness and heedless gaiety are as convincing in the diary of this little Austrian girl as if they were culled from the journal of the English child of the same class.

Parents and teachers will learn, if they do not already know, how completely the hours of depression and morbidity in Gretl's life were caused by unsatisfied curiosity on sex questions. Her diary covers her life from ten to fourteen, and is a crescendo of curiosity, wonder, disgust and pathetic fatalism, all of which centre round the mystery of sex and the delicious terror of the propagation of human life. It is heartbreaking to read of this nice-minded and trusting child, for want of a few simple words from a parent or teacher, becoming gradually accustomed to regard sexual relations and all their implications as something half shameful, half comic. Equally affecting is the immense power of resistant happiness in childhood, which can endure the doubts and fears attendant on adolescence, without any help but the indirect assistance of parental kindness. One thing is certain—no one in whose responsibility are young children and who reads this book will allow his or her charges to suffer as Gretl suffered. Maybe her unsatisfied wonderings, her contact with gossiping servant girls, her ill-informed gropings in company with school-fellows after a furtive and uncomprehended truth, will bring back vividly forgotten incidents in the reader's own childhood and so strengthen determination to win the confidence of his own children sufficiently to lessen for girls the terrors and for boys the unwholesome absurdity of their difficult period of puberty.

(Continued on page 236.)

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(Continued on page 238.)

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extremely interesting and valuable as an aid in the teaching of history. Copies of the chart may be obtained from Messrs. Norton and Gregory, Ltd., Castle Lane, Buckingham Gate, London, S.W. 1. Price, two guineas, or mounted on rollers and varnished, three guineas.

LIFE IN ANCIENT BRITAIN: A SURVEY OF THE SOCIAL AND ECONOMIC DEVELOPMENT OF THE PEOPLE OF ENGLAND FROM EARLIEST TIMES TO THE ROMAN CONQUEST: by Norman Ault. Illustrated. (Longmans. 260 pp. 5s. limp, 6s. cloth.)

A very welcome touch of imagination enlivens Mr. Ault's careful and valuable record of the Palæolithic, Neolithic, Bronze, and Early Iron Ages in Britain. This literary quality, combined with accuracy in archaeology, causes the book to outshine most of its colleagues. Many accounts of primitive man seem to land one in a dusty museum instead of a world of human hope, adventure, scramble and co-operation. Mr. Ault understands the business of popularization. He carries us to a cave of the Bronze Age:

As the meal is being prepared, a stew of mutton and herbs, their big bronze cauldron (Fig. 30, *h*) is found to be leaking—someone perhaps had dropped it in that hurried "move" to the cave—so the meat has to be cooked in earthenware pipkins standing in the hot ashes. But one of the men can work in bronze—has, in fact, been melting up and recasting a broken socketed axe that morning (Fig. 30, *h, i, j*); and when dinner is over he beats out a bit of bronze and rivets yet another patch on the already much-bepatched cauldron, and makes it as good as new.

This is not an isolated flash. The whole story of caves, villages, utensils, tools, family life, money, and tribal ebbs and flows is related with vivacity, and yet, as the references to "Figures" in the paragraph just cited show, supported with precise evidences. We bestow a shower of benedictions on this splendid little manual and beg other writers on social evolution to please copy.

F. J. G.

(Continued on page 240.)

*All Teachers should see the New School Magazine—*

## "CURRENT EVENTS"

Published Monthly. Price 2d.

A specimen copy will be sent on application to the Publishers. The first number (March 1921) has been warmly welcomed. Here are some extracts from letters:

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A copy of "CURRENT EVENTS" will be found in this number of *The Educational Times*. Extra copies may be ordered from the Publishers, 31, Museum Street, W.C.1. Fifty copies and over sent post free.



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| (b) <i>Secretary, Juvenile Organization Committee, Newcastle. Salary £500.</i> | (d) <i>Secretary, University Council of Wales. Salary £800.</i>   |

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**Chemistry.**

AN INTRODUCTION TO THE CHEMISTRY OF PLANT PRODUCTS, Vol. I: by Paul Haas and T. G. Hill. (Longmans, Green and Co. Pp. xii + 414. 16s. net.)

That a third edition of this book is called for within the space of twelve years, with four years of war intervening, is indicative of the importance which botanists now attach to a knowledge of chemistry for the better understanding of their science; it also shows that the authors' endeavours to meet the demands of botanists have met with success.

The great advances which have been made in recent years in the chemistry of plant products has necessitated making changes in the arrangement of the subject matter. The present volume deals primarily with the more chemical side of the subject, retaining, however, a sufficiency of plant physiology to make the account reasonably complete. The second volume will be devoted to more purely physiological problems.

Not only have changes been made in the arrangement, but the subject matter has been brought up to date. The section on the colloidal state, for example, has been rewritten and a very satisfactory account of the subject given, as far as the space allotted allows, although the recent work of Loeb will considerably modify some of the statements there made.

It may be questioned whether it is worth while taking up space by giving an account of some of the more elementary parts of organic chemistry. For example, the explanations given on pages 261-263 of substituted ammonias would not be sufficient for the student to understand such complicated substances as the alkaloids, which are then dealt with. Is it not time that it was recognised, as stated in the first edition, that the botanist must have a good working knowledge of chemistry before he can make the best use of such a book? T. S. P.

**Science.**

SCIENCE PROGRESS, for January, 1921. (John Murray. Pp. iv and 345-516. 6s. net.)

The usual high standard of this quarterly review is maintained in this number. The articles and essays deal more especially with biological questions, and the section on "popular science" contains a contribution on the Soya-Bean problem, by Miss Adkins, which gives an account of the remarkable characters and economic value of the soya-bean and the new light that recent research has shed on its properties. T. S. P.

**Geography.**

THE BROAD OUTLOOK—A PHYSICAL GEOGRAPHY: by J. Hartley Fudge, M.A. (Gill and Sons. 1s. 9d.)

This is an entirely admirable piece of work, creditable alike to the author and publishers. In the compass of 112 pages is a survey of the main facts of physical geography illustrated in a most attractive manner by a number of bird's-eye views reproduced from aerial photographs. There are also photographic pictures and diagrams. The text is adapted to children's use, but there is also a valuable preface for teachers with a humorously plaintive protest against the practice of turning geography into mathematics by the medium of contours, isobars, etc. The title of the book is well chosen, for there is a successful attempt to open the eyes of pupils to the realities of the visible world. The modest price and moderate compass of this little volume, together with its excellent qualities, make it an ideal text book for schools.

**Civics.**

THE GOVERNMENT OF THE UNITED KINGDOM: by A. E. Hogan. Fourth Edition. (University Tutorial Press. 4s. 6d.)

This well-known book has been revised and brought up to date with the usual thoroughness which marks the works of these publishers. All new Acts and Ministries up to 1920 will be found included, and we have seldom seen more accurate information within the limits of some 250 pages. But the operation of many hands in the revision has robbed the book of its soul, and it is now closely akin to a descriptive catalogue, though perhaps this is the publisher's intention.

ELEMENTARY CIVICS: by C. H. Blakiston. (Edward Arnold. 2s. 6d.)

This is a useful little book on the lines of the syllabus of the British Association Committee on Training in Citizenship. It sets out clearly the main facts and duties in the life of an average citizen, but we doubt if the civic conscience is aroused or stimulated by little compendiums of this kind. But for those who believe that "Civics" can be treated as an ordinary school subject this book will serve as well as any other. It has the added advantage of being blessed by Bishop Wellton.

# The Year Book of the Universities of the Empire

*Fifth Edition, 1921.*

Issued by the Universities Bureau of the British Empire, the Year Book is a conspectus of the Calendars of the several Universities, presenting a series of pictures of their various activities. It should be useful both to students and to educational authorities.

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**LETTERS TO THE EDITOR.****The German Moral Education Congress.**

Mr. F. J. Gould sends us a copy of a letter which he has addressed to Professor Paul Barth in connection with the Moral Education Congress now being held in Leipsig.

Dear Sir,—I should be very glad to be allowed through you to send greetings to the First German Congress for Moral Education. In a variety of ways I have been teaching young citizens during fifty years; and yet education always seems to me a subject full of freshness, and, like the children themselves, it represents the Spring season of the soul, and a life that is newer and greater than all Universities and libraries.

The moral crisis of 1914-1921 is not merely German. It affects all humanity. It existed before the war. The war was only a tragic unveiling of its existence. All the teachers of the world must face the problem together—Japanese, Chinese, Indian, Russian, French, American, English, Irish, quite as earnestly as the German.

It is not a question merely of efficiency, nor of strengthening the young citizen's will, nor of increasing the capacity of self-devotion, nor of abolishing religious instruction, nor even of creating unity of school-systems. We need to reflect as to *why* we are to be efficient, strong-willed, devoted, united!

All the peoples who took part in the war had motives that they felt to be good, and ideals which they valued. If, unhappily, wars arise in the future, they will not only spring from economic or political causes, they will appeal to good motives and ideals again!

We teachers must, year after year, build up the sense of fellowship in our common humanity. In this sense alone will the leaders of nations find the true and sufficient motive for securing international goodwill and co-operation. As this motive gains in power, it will solve problems, economic and political, which the statesmen of 1921 find all too difficult.

The spirit of respect for our universal humanity, in all nations and colours, is more important than formal "principles" of freedom, self-determination, or duty. These principles should

(Continued on page 242.)

A NEW PHYSICAL GEOGRAPHY

# The Broad Outlook

By J. Hartley Fuidge, M.A. 1/9

THIS book provides an *Introduction to Geography on Modern Lines*, the Illustrations being reproductions from **Aerial Photographs**. Each chapter is followed by a number of exercises directed towards the arousing of discussions in class, to vary the monotony of "lectures" or the routine of reproducing maps and charts.

The pupil who has mastered the contents of this book will have acquired an ample store of *General Knowledge*. He will understand something of *Gravitation, Conservation of Energy, Cellular Growth*, the work of *Bacteria*, etc.

The book, in short, is designed, as the title indicates, to *broaden the outlook* of the pupil, not only on life generally, but also on a variety of other subjects besides Geography in the school curriculum.

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rather evolve from love and respect for humanity. Educators should create this love and respect, not by maxims (our schools and colleges have been nearly buried alive in maxims!), but by a concrete and sympathetic study of the history of civilisation. The history of civilisation is the story (or Bible) of co-operation, industrial, social, political, artistic, scientific. Let us, as teachers, read this magnificent Bible with our children!

Perhaps this Bible of Civilisation needs to be re-written for the young students of the world. The teachers of all nations can help in this grand task. In such a work the Germans should be in the front rank. It was a German—Alexander von Humboldt—whose patience, energy, and liberality of view produced the noble survey of nature in the *Kosmos*. Other Germans, in this new time, will assist humanity in making a Kosmos of Fellowship out of the Chaos of old wars and old misunderstandings.

Believe me,

With respectful salutations to the Congress,

Yours sincerely,

FREDERICK J. GOULD.

#### Mathematics and Preliminary Certificate.

Sir,—As the new Preliminary Certificate Syllabus, December, 1922, does not make it clear whether girl candidates have the option, as in previous, of taking mathematics, we have put the question to the Board of Education. The following reply shows that girls may, if they so desire, be examined in mathematics and that any marks thus gained will count towards a pass.

P. LYDDON ROBERTS and E. E. DENNEY,  
*Principals, Normal Correspondence  
College, London.*

Board of Education,  
Whitehall, London, S.W. 1.

23rd March, 1921.

Gentlemen,—With reference to your letter of the 11th inst. I am directed to state that mathematics is an optional subject as far as girl candidates at the Preliminary Certificate examina-

tion are concerned, and I am to say that the marks obtained by any girl candidate in this subject at the examination may be taken into account in considering whether she has obtained a satisfactory aggregate of marks in the three groups combined,

I am, Gentlemen,

Your obedient servant,

(Signed) ISABEL A. DICKSON.

Messrs. P. Lyddon Roberts and E. E. Denney,  
Normal Correspondence College.

#### PERIODICALS.

(RECEIVED SINCE FEBRUARY 23RD.)

Outward Bound. March, 1921. 1s.  
Mexican Review. February, 1921. 20c.  
Discovery. March, 1921. (John Murray.) 1s.  
Secondary Education. March, 1921. 6d.  
Cape of Good Hope Education Gazette. February, 1921.  
Review of Reviews. April, 1921.  
The Pilgrim. 3s. 6d.  
Modern Language Review. January, 1921. 7s.  
American Journal of Mathematics. January, 1921.  
Outward Bound. April, 1921.  
Bureau of Education—India. Pamphlets 9 and 10.  
Cape of Good Hope Education Gazette. March, 1921.  
Discovery. April, 1921. 1s.  
History. April, 1921.  
Science Progress. April, 1921.  
Modern Languages. April, 1921.

At the Halsey Training College, 11, Tavistock Square, on Wednesdays, May 11th and 25th, at 5-30 p.m., there will be two lectures by Dr. Constance Long on "Mary Rose," and the Problem of Infantile Personality," and by Dr. James Young on "The Cultural Value of Analytical Psychology." Admission free by ticket, to be obtained from the above address.



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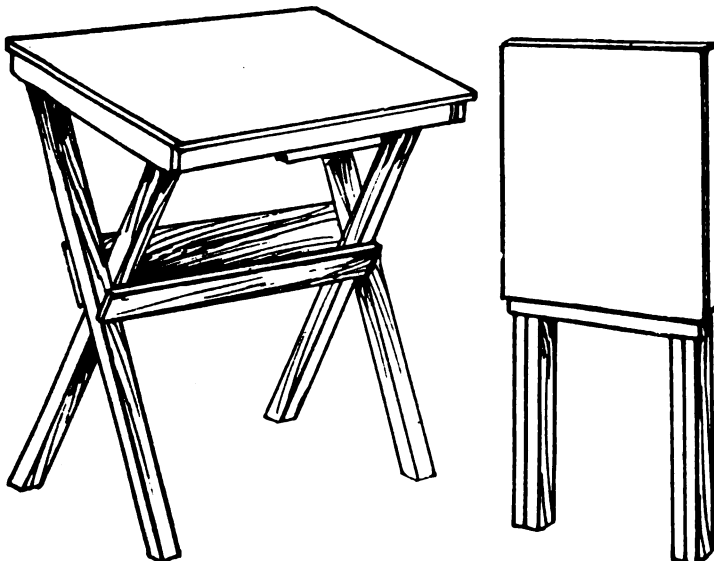
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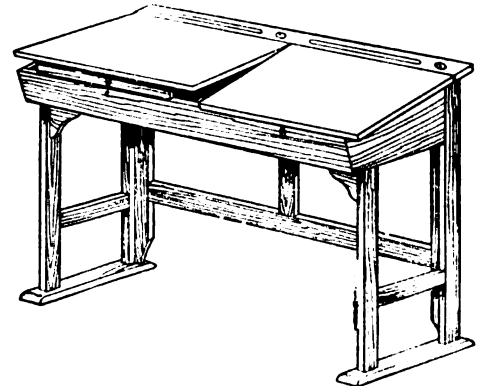
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**PUBLICATIONS RECEIVED,  
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*(A short notice may be followed by a longer review in a later issue.)*

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- The Master Spinner. A Life of Sir Swire Smith : by Keighley Snowden. 16s.
- Woman : by Magdeleine Marx. 7s. 6d. net.
- EDWARD ARNOLD.
- Girls' Inductive Arithmetic. Books 5, 6, and 7 for pupils ; books 5, 6, and 7 for teachers : by E. Sankey and Mrs. Ward. Pupils' books 8d. each, teachers' books 2s.
- Arnold's Modern Geographies - Asia : by A. A. Davey, M.A. 9d.
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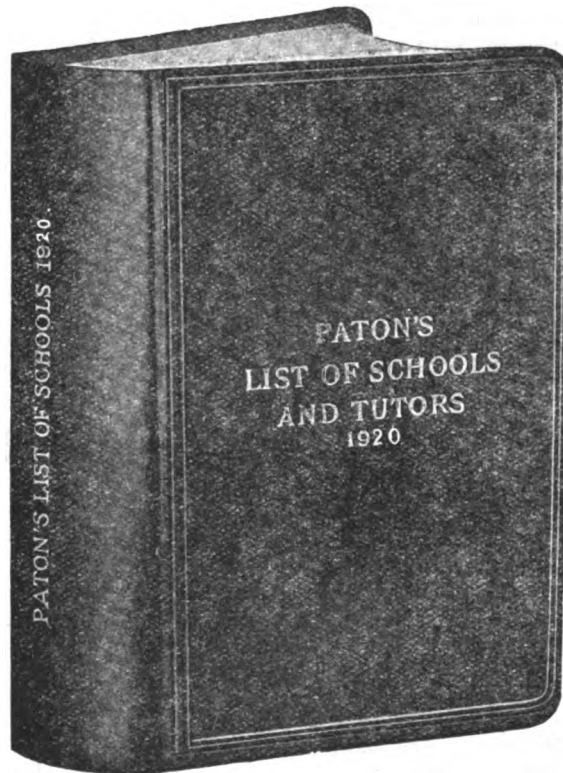
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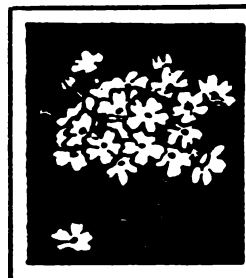
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Principal: T. FRANKLIN SIBLY, D.Sc., F.G.S.

The Second Session will open on 4th October, 1921. Courses of study will be provided for (a) degrees of the University of Wales in Arts, in Pure Science and in Applied Science (Metallurgy and Engineering); (b) diplomas of the College in Metallurgy and in Engineering; (c) the training of Teachers for Elementary and Secondary Schools; (d) the first Medical Examination of the University of Wales and of other Examining Bodies.

Persons who are not desirous of studying for degrees or diplomas may attend selected College classes provided they satisfy the authorities of the College that they are qualified to benefit by such classes.

The Departments of the Faculty of Arts and certain Science Departments will be housed in the mansion in Singleton Park, the use of which has been granted to the College by the Municipality of Swansea. Other Science Departments of the College are housed in the Swansea Municipal Technical College, but the Council is proceeding to erect new Science buildings at Singleton.

Several Open Entrance Scholarships, each of the annual value of £50, with free tuition, and the South Wales Institute of Engineers' Scholarship in Engineering, of the annual value of £70, with free tuition, will be offered for competition in September, 1921.

Particulars concerning admission to the College, and of the Entrance Scholarships, may be obtained from the undersigned.

EDWIN DREW,  
Registrar.

University College Offices,  
Dumbarton House, Bryn-y-mor Crescent, Swansea.

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UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.**

**POSTS VACANT.**

**THE OGILVIE SCHOOL OF RECOVERY, CLACTON-ON-SEA.**

WANTED, an ASSISTANT MISTRESS for the above, which is certified as a Residential School for Physically (not mentally) Defective (delicate) Children under the Board of Education. Applicant must be fully certified and preferably have had previous experience in the work of Special Schools.

Also a JUNIOR MISTRESS (certificated or un-certificated) to teach Physical Exercises and Organised Games.

Both to live out. Reply by letter only, stating previous experience, salary required, and giving qualifications to

**CHAS. LAWSON SMITH,  
26, Lincoln's Inn Fields,  
London, W.C.2.**

NON-RESIDENT TEACHING POST. Junior Mathematics and Science, required by man reading B.Sc. degree. Can also offer other subjects. Matriculated. Musical. Moderate salary.—Write Box A84, c/o EDUCATIONAL TIMES, 27, Southampton Street, Strand, W.C.2.

WANTED, in September, 1921, TWO ASSISTANT MISTRESSES OF METHOD, capable of supervising the general teaching of students, one of whom has made a special study of, and is capable of lecturing in, English Literature. Applications should be sent at once to Miss LAWRENCE, Froebel Educational Institute, Colet Gardens, West Kensington, W.14.

**POSTS VACANT.**

**KENT EDUCATION COMMITTEE.**

ERITH TECHNICAL INSTITUTE.

REQUIRED for September next, an HONOURS GRADUATE IN ENGINEERING or Whitworth Scholar for work in the Day and Evening Classes.

Salary in accordance with the Committee's Scale (temporarily at rate equivalent to the Burnham Provincial Scale for teachers in Secondary Schools) with allowances for experience and good Honours Degree.

Applications, stating qualifications, works, and teaching experience, age, with copies of three recent testimonials, should be sent immediately to the Principal, Technical Institute, Erith Road, Belvedere. E. SALTER DAVIES,  
Director of Education.

4th May, 1921.

**KENT EDUCATION COMMITTEE.**

COUNTY SCHOOL FOR GIRLS, GRAVESEND.

WANTED, in September, an ASSISTANT MUSIC MISTRESS to undertake Class work in Singing and Musical Appreciation. Knowledge of Eurhythmics is desirable. The Mistress should be able to undertake violin lessons and some piano work (Curwen and Matthay Methods).

Salary according to the Provincial Burnham Scale. Applications should be made to the Head Mistress at the School.

E. SALTER DAVIES,  
Director of Education.

2nd May, 1921.

**KENT EDUCATION COMMITTEE.**

BECKENHAM COUNTY SCHOOL FOR GIRLS.

Applications are invited for the following appointments in September, 1921:—

(a) SENIOR SCIENCE MISTRESS to teach in the Upper and Middle School. Candidates must hold an Honours Degree in Botany (First or Second Class) and should show themselves capable of organising Science throughout the school. This post will be considered one of special responsibility.

(b) ASSISTANT MISTRESS to help in the teaching of Mathematics or of Mathematics and Chemistry or Physics. Candidates should hold a Degree in Mathematics or in Mathematics and Science.

Salaries for both posts will be in accordance with the Provincial Burnham Scale for teachers in Secondary Schools.

Candidates should make immediate application in writing to the Head Mistress, County School for Girls, Beckenham.

E. SALTER DAVIES,  
Director of Education.

29th April, 1921.

**KENT EDUCATION COMMITTEE.**

COUNTY SCHOOL FOR GIRLS, BROMLEY.

An additional SCIENCE MISTRESS wanted in September for Physics and Mathematics. Good Degree and training or experience essential.

Salary in accordance with the Burnham Provincial Scale of Salaries.

Applications to be sent to the Head Mistress. E. SALTER DAVIES,  
Director of Education.

2nd May, 1921.

**KENT EDUCATION COMMITTEE.**

SHEPPEY DISTRICT EDUCATION BOARD. SHEERNESS JUNIOR TECHNICAL SCHOOL AND TECHNICAL INSTITUTE.

APPLICATIONS are invited for the post of FORM MASTER for English, History and French. Duties to begin at the opening of the Autumn Term.

Salary in accordance with the Committee's Scale (temporarily at rates equivalent to the Burnham Provincial Scale for Secondary Schools), with additions if the teaching hours exceed twenty-four per week.

Forms of application may be obtained from Mr. A. H. Bell, Technical Institute, Sheerness, to whom they should be returned as soon as possible.

E. SALTER DAVIES,  
Director of Education.

9th May, 1921.

**POSTS VACANT.****KENT EDUCATION COMMITTEE.**

**JUNIOR TECHNICAL SCHOOL, GRAVESEND.**  
WANTED, in September, an ASSISTANT MASTER for English and History. A Graduate with experience preferred.

Salary in accordance with Committee's Scale (temporarily at rates equivalent to the provincial Burnham Scale for Teachers in Secondary Schools).

Applications to be forwarded to the Head Master at the School.

E. SALTER DAVIES,  
Director of Education.

13th May, 1921.

**KENT EDUCATION COMMITTEE.**

**COUNTY SCHOOL FOR BOYS, DOVER.**  
WANTED, in September next, a SPECIALIST in English Language and Literature, able to organise the subject and to teach it up to the standard of London Inter-Arts Honours English. Ability and willingness to assist in School games desirable.

Salary according to Provincial Burnham Scale. Applications, giving full particulars of qualifications and experience, and accompanied with three recent testimonials, should be sent to the Head Master, County School for Boys, Dover.

E. SALTER DAVIES,  
Director of Education.

13th May, 1921.

**FOR SALE.**

**GLOUCESTERSHIRE** (1 mile from Dursley Station).—TO BE LET, partly furnished, a stone-built RESIDENCE surrounded by Parkland, admirably suited for a Private School. House contains 3 reception rooms, 2 bathrooms, 16 bed and dressing rooms, and usual offices; Grounds of 6 or 7 acres, with gardens, lawns, orchard, etc.; garage; stabling for 10 horses. Golf links. Good hunting.—For further particulars apply Messrs. RYLANDS AND Co., 47, Dyer Street, Cirencester.

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**FINSBURY TECHNICAL COLLEGE**

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Dean for the Session 1921-22: Professor W. H. ECCLES, D.Sc., F.R.S.

The College provides for the Scientific Training of Students who desire to become Civil, Mechanical or Electrical Engineers, or Chemists.

A certificate of proficiency is awarded by the Institute to students who satisfactorily complete a Two Years' Course of Instruction, and the Diploma of the College is awarded to students who attend a Three Years' Course and who pass the prescribed examinations with distinction.

Candidates are required to pass an Entrance Examination in Mathematics and English, but the Matriculation Certificate of any British University and certain other qualifications are accepted by the Institute in lieu of the Entrance Examination. The Entrance Examination for the Session 1921-22 will be held on Tuesday, September 20th next. Applications for admission should be forwarded to the College not later than the 15th September on forms to be obtained from the Registrar, Leonard Street, City Road, E.C.

The programme of the College is under revision and will be issued in due course.

*Subscriptions to the Educational Times can commence with any issue, and should be sent to the Publishers. For Business Notice see page 258.*



# TEACHERS REGISTRATION COUNCIL

REPRESENTATIVE OF THE TEACHING PROFESSION.

CONSTITUTED BY ORDER IN COUNCIL, 29th FEBRUARY, 1912.

## AN OFFICIAL LIST OF ASSOCIATE TEACHERS

is now maintained by the Council. Admission to this List is intended to serve as a preliminary to full Registration. Applicants will be accepted only on their undertaking to become fully registered within seven years of their admission to the List. Should they not become Registered their names will be removed from the Official List of Associate Teachers at the end of seven years following the date of their admission.

Applicants for admission to the List of Associate Teachers are required to submit evidence of holding attainments of the approximate standard of the Preliminary Certificate or of the Matriculation or School Certificate examination of an approved University. They must have reached the age of eighteen and be either engaged in teaching or in taking a course of professional training.

**OVER 70,000 TEACHERS HAVE APPLIED FOR REGISTRATION.**

Full particulars may be obtained from :

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TEACHERS REGISTRATION COUNCIL,  
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LONDON, W.C.1.

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Arrangements have been made for a third course of **TEN LECTURE-RECITALS** (JULY 25th — 29th inclusive), to be delivered in the Afternoons and Evenings by

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GLAMORGAN EDUCATION COMMITTEE.

**SUMMER SCHOOL AT BARRY, 1921.**

Organiser—Mr. CHAS. SEAMAN.

The **SIXTEENTH ANNUAL SUMMER SCHOOL** will be held at the County Intermediate Schools and the Glamorgan Training College, Barry, from August 1st to 27th.

#### **SUBJECTS.**

Art, Art Needlework, Domestic Handicraft, Dressmaking and Coatmaking, Educational Handwork, Hygiene and Physical Training, Kindergarten, Montessori Method, Nature Study, Plain Needlework, Practical Geography, Teaching and Appreciation of Music, Welsh, Woodcarving, Woodwork, Pedagogy and Workshop Drawing; also a Special Course in Applied Handwork (i.e., Woodcarving, Repoussé Work and Modelling).

Barry is an ideal centre for a Holiday Course. It is situated on the Bristol Channel about eight miles from Cardiff, and is the natural centre of a charming neighbourhood. There are excellent facilities for Cricket, Tennis, Boating, Cycling, Golf, etc.

Separate Camps for men and women will be arranged as last year, and accommodation for a limited number of women students will be provided at the College Hostel.

**Prospectus and form of application may be obtained from the Chief Education Official, Glamorgan County Hall, Cardiff.**

## SUMMER SCHOOLS.

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THE 1921 SCHOOL WILL BE HELD AT WOODBROOKE, near BIRMINGHAM,  
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**Subject: Western Races and the World.**

The Lecturers will be:

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The Course is arranged as a historical survey of the relations between the European and the less progressive races with a view of arriving at a right understanding of the subject in the political and economic conditions of the day.

Inclusive terms (board, residence and lectures); £3 10s. od. for ten days.  
For particulars apply to:

EDWIN GILBERT,  
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### UPLANDS SUMMER MEETING.

The Uplands Summer Meeting will be held at the Hill Farm, Stockbury, Kent, from July 29th to August 13th. Chairman, Professor J. J. Findlay. The main topic of study will be the New Psychology and its Bearing upon Education. Lectures by Mr. R. J. Bartlett, B.Sc. Lond., Assistant in Departments of Psychology, King's and Bedford Colleges, London, and others. Practical Courses in Gardening, Spinning, Weaving, and other crafts. All enquiries to

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A Summer Vacation Course in  
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Full particulars from Vacation Course Secretary, 73, High Street, Marylebone, W.1.

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A VACATION COURSE in Education will be held in August, 1921. It is open to both men and women, and is not confined to members of the University.

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Prospectus on application to—

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The Summer Vacation School of Folk Song and Dance will be held at Cheltenham from July 30th to August 20th inclusive. Particulars may be obtained from

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MISS HOME will give, during the Summer Holidays, a Short Course of Instruction in Ear Training, Extemporising, Transposition, etc.

This year special attention will be given to Instrumental Extemporising, and to the management of large classes, with children of varying ability.

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Arrangements can be made for Accommodation and Board.

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Prof. Ch. Guerlin de Guer, Docteur es Lettres,  
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Sesssion 1921-22:

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Ticket for the meeting, £2 2s.; for either Part, £1 10s. A list of books for preliminary reading, price 4d., a list of lodgings, price 6d., and programme gratis may be had from Rev. F. E. HUTCHINSON, University Extension Delegacy, Oxford.

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Instruction will be provided in:—

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For further particulars and entrance form apply to THE DIRECTOR OF THE SUMMER SCHOOL OF LIBRARY SERVICE, National Library, Aberystwyth; or to THE DIRECTOR OF THE SUMMER SCHOOL OF MUSIC, 2, Marine Terrace, Aberystwyth





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31, MUSEUM STREET, LONDON, W.C. 1.

Advertisements should be addressed to

MR. P. C. BARTLETT, Advertisement Manager,  
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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JUNE, 1921.

## NOTES AND COMMENTS.

### Impartial History.

In the current discussions on bias in history teaching there is a common tendency to ignore the fact that in our schools the subject is taught to children and not to philosophers. A certain historian, who was also an Inspector of Elementary Schools, used to declare that history was out of place in the school curriculum inasmuch as it dealt with the doings of adults, and these doings had little or no importance or meaning for children. To this it may be replied that everything depends on what the adult is doing. One can imagine that any boy would be quite unmoved by the sight of a Government Inspector walking along a street or writing a school report, but it is possible that he would find great interest and some pleasure in the spectacle of the same Inspector running after his hat on a windy day or balancing his official wallet on the end of his official nose. Children prefer action to rumination, and the difficulty of giving impartial history teaching would be minimised so far as the lower forms are concerned if teachers would remember that history is literally made up of stories. A wise selection of stories will form a good foundation for the more detailed and extended narrative which constitutes the history of the later stages. A wise selection, moreover, will not be restricted to stories of warfare, attractive as these are to children. It will reveal some attempt to picture people of different ages and various lands in their habit as they lived, thus building up a background of knowledge and furnishing the material for such philosophical teaching of history as may be possible with more advanced pupils.

### International History.

The war led to the discovery that in some countries the teaching of history was dangerously patriotic, and some earnest and well-meaning folks proceeded to urge that we should discard national history in favour of "the history of humanity." It is difficult, however, for a child or even an adult to feel greater concern for "humanity" which he has not seen than for his country which he has seen—at least in part. In the United States an interesting and valuable report was published showing that the school text-books often revealed Britain as the sole enemy, and a praiseworthy attempt was made to re-write certain of the more vigorous passages and to give Britain credit for some virtues. With us there is little complaint to be made that our text-books reveal a bias against any one nation. Our sequence of wars has placed us at enmity with almost every nation in turn, so that national animosities cancel out. The record presented in our school books tends to leave in place of national animosities a strong impression of national conceit and a disposition to think patronisingly if not contemptuously of all other nations. Arrogance and self-righteousness are a poor substitute for a decent pride in one's country and its achievements.

### An Official Enquiry.

In connection with the teaching of history the League of Nations' Union has lately arranged for a deputation to the President of the Board of Education for the purpose of urging the need for a full enquiry into the present treatment of the subject in our schools. It is understood that an enquiry is already proceeding, and we hope that it will be confined strictly to an investigation of the facts without being followed by any attempt to prescribe methods or curriculum. It is unnecessary to emphasize the possible dangers which might follow if any Government department were to assume control of the teaching of history in the schools. On this matter the teachers must be trusted and allowed full freedom. It is necessary to remember this in view of the experience of Prussian teachers before the war and that of certain teachers of economics in American Universities. It is necessary also to guard against the tendency of "reformers" to use the schools as convenient instruments for propaganda. In this issue of THE EDUCATIONAL TIMES will be found the first of a short series of outline lessons on the League of Nations, but it will be noted that these are nothing more than a description of an important contemporary movement, intended to be used in giving information to pupils. They are thus wholly different from any official syllabus imposed by authority for the purpose of compelling children to support the movement. One of the present perils of intellectual freedom in this country is the war-bred practice of official propaganda.

### The late Miss A. E. Escott.

The news of the untimely death of Miss A. E. Escott, Head Mistress of Clapham High School, was received with profound regret by her colleagues and friends. Educated in the Sheffield High School and at Firth College, she served for some time as an assistant mistress in her old school, succeeding Mrs. Woodhouse as head in 1898. For nineteen years she retained this post and maintained the position of the school as one of the leading educational institutions of Sheffield.

At Clapham she found all the difficulties of war conditions, but her imperturbable temper and sanity of judgment enabled her to meet the situation without being flustered or disturbed, and during the past four years she had steadily increased her hold on the affections of her pupils and colleagues, maintaining always a firm hand on the organisation and never sparing herself in the service of the school. Her work was extremely heavy, but she preserved at all times an air of calm strength and cheerfulness, with a ready courtesy and helpfulness. In 1916 Miss Escott was elected President of the Headmistresses' Association, and in 1917 she delivered a memorable retiring address, urging that the main purpose of education was to give "life." In another and more grievous sense she has given her own life to the work, but her memory will remain as an inspiration to others.

### “ Self-Government.”

At the Easter Conference of the National Union of Teachers the Executive of that body was instructed to take steps in association with the Teachers Registration Council towards establishing self-government for the teaching profession. This phrase is susceptible of many different interpretations. To some it expresses the idea of a kind of syndicalism where the teachers as a body undertake the whole business of education. To others it means anything short of such full control, but in almost every case it may be taken as the expression of a desire to gain more freedom. It is constantly asserted by the authorities that they desire nothing so much as to see teachers acting on their own responsibility. The wish to enjoy this spectacle may be the reason why there are so many inspectors and supervisors ready to direct and report upon our work. Or it may be that the desire to see teachers completely untrammelled leads to the practice of allowing unqualified persons to serve as teachers. There is nothing so hampering as knowledge. From the professional standpoint the beginning of self-government rests in the power to control the register of qualified teachers. This first step being gained it should soon become possible to assert the rights of the teacher as a craftsman and to prevent the undue interference of laymen and amateurs. The representatives of the public may rightly claim to be assured that value is being received for the public money expended, but in asserting this claim they need not seek to dictate or prescribe methods of teaching.

### Continuation Schools in London.

In the name of economy an attempt has been made to reduce from 16 to 15 the age limit for compulsory attendance at Continuation Schools in London. In effect the proposal means the virtual abolition of Day Continuation Schools. The Act passed in 1918 foreshadowed an extension of whole-time education to the age of 15, followed by continuation school attendance up to 18. The process of whittling down began when the age of 16 was substituted for 18. It was continued and intensified when the local authorities which had not chosen an “appointed day” were informed that they need not establish Day Continuation Schools at present. Even in Birmingham, where arrangements for opening the schools were complete, the project was abandoned. Now it is proposed to reduce the London scheme to a mere useless shadow. Meanwhile there are many thousands of unemployed youths and girls receiving doles and learning how to be ungracefully indolent. It has been suggested that the London authority cannot legally reduce the age agreed upon, since the Act of 1918 fixes the matter. This argument is discounted by the surprising statement made by the new Chancellor of the Exchequer in the House of Commons on May 25th, when he said that he had instructed the departments to reduce expenditure even where the performance of statutory duties was involved. This instruction would seem to encourage officials to place their own interpretation on Acts of Parliament and to select the portions which in their opinion may be put into operation.

### Independent Schools—An Opportunity.

At the present time it is impossible for local authorities to undertake the expense of building new municipal or county secondary schools, badly as additional accommodation is needed. Everywhere there is a demand for secondary school places, and there is no immediate prospect of their being provided. The time is opportune for a fresh consideration of the position of the independent or privately-conducted schools. These number some thousands, and are engaged in educating a very large proportion of the children of the middle classes of the country. Some of the schools are admittedly very inefficient and unworthy of consideration. Others, however, are highly efficient and deserving of encouragement. As things are, both good and bad are lumped together as “private schools” and are officially ignored. Early action should be taken for the purpose of discriminating between good and bad. The latter should be warned and after due notice suppressed if they do not improve. The former should be recognised as part of the national system of education and be removed from the danger of extinction by the subsidised competition of State school, or by the less direct effects of the State standard of salaries and pensions. The precise form of recognition and encouragement is a matter for discussion, but a suggestion may be made on these lines. Let each local authority determine which of the private schools in its area are doing good service, and thereby precluding the necessity for spending the ratepayers' money on a new building. Let such schools be approved by the Board of Education and duly listed as efficient. Then the local authority will find it economical to make such a grant to the school as will bring the salaries of the assistant teachers up to the level of the local Burnham scale, leaving proprietors or head teachers out of the reckoning, since they benefit indirectly. A basis for the grant might be found by taking the average salary actually paid during the past three years, adding such a sum as will bring it up to the Burnham level. In most schools a small grant would serve, and the outlay in every case would be less than the cost of a new school, which, be it noted, would be staffed by teachers on the Burnham scale. Service in approved schools should be recognised for superannuation purposes.

### JUNE.

*Illimitable blue ! Ah, what a day !  
Beneath a lime-stone crag I lie at ease  
Among the pansies, where the murmuring bees  
Invite repose. The lark's sweet roundelay  
Shrills up and dies in space ; from far away  
The cuckoo's note is borne upon the breeze  
That stirs the buttercups, and in the trees  
There sounds the rush of waves that break in spray.*

*Most blessed calm ! Would God that men could cease  
Their troubled ravings, and accept the joy  
Of earth florescent and the fragrant air,  
Like happy children ; their sad hearts at peace,  
Forgetting all, save that the flowers employ  
Their vagrant fingers, and that earth is fair.*

CELIA HANSEN BAY.

## THE EDUCATION OF LABOUR.

A CRITICISM OF THE VIEWS OF MR. G. D. H. COLE, BY LORD HALDANE.

[In the following article Lord Haldane offers an interesting criticism of the views expressed by Mr. G. D. H. Cole in two articles published in THE EDUCATIONAL TIMES in February and April, 1921.]

MR. COLE has written in THE EDUCATIONAL TIMES two articles on the mental training of the adult worker which are well worth attention. It is all to the good when anyone so well known and so energetic as Mr. Cole throws himself on the side of a great movement. As he truly says, a keen demand for educational facilities has arisen and is steadily increasing. In the stimulation of this demand the trade unions are beginning to play a new part.

That this should be so is excellent, and inspires with fresh hope those who believe that more knowledge lies at the foundation of social progress. But the new movement is none the less the beginning only of wisdom and not the whole of it. For the question remains as to the standard and quality of knowledge that will endure as that foundation. It is all to the good that the Labour Colleges and the Plebs League should call for even independent working-class education, and that the Plebs magazine should press for more learning for the democracy, even though it is to be "strictly class-conscious, proletarian education, based, so far as its economic side is concerned, on the Marxian philosophy." That there should be a demand which seems somewhat narrow so far disturbs no wise man, and I do not think it disturbs Mr. Cole. If any would-be student desires to make a special study, whether it be of the teaching of Marx or that of Georges Sorel or of the Republic of Plato, he ought to have a full opportunity of doing so. To deny it to him would be in the spirit not of the higher learning but rather in the spirit of the British Philistine. But the far-reaching doctrines preached by Marx and Sorel were of academic régime, and so in substance was that of Plato. These doctrines have a context apart from which they cannot be adequately stated, much less taught. As Sorel tells us, in the introductory letter to Daniel Halevy with which his famous book on Violence begins, "a reader has great difficulty in grasping the thought of an inventor, because he can only attain it by finding again the path traversed by the latter." For illumination on this point Sorel refers us to Bergson. Of Marx he says, "There is no doubt that his transformation by young enthusiasts into the leader of a party was a real disaster for Marx; he would have done much more useful work if he had not been the slave of the Marxists."

But even Marx himself is a witness to the principle that all knowledge belongs to an entirety going beyond the limited ideas of its disciples, and that it cannot be taught except by those who are keenly conscious of this fact and have surveyed the full domain. Marx was an Hegelian of the Left Wing and quite early in his well-known book he tells us of what he considers that he owes to Hegel. "I therefore openly avowed myself the pupil of that mighty thinker." It is accordingly pretty plain that if, as the Plebs League wishes, the "Marxian philosophy" is to be understood it must be taught by someone who can interpret it in the way in which Marx himself knew how to interpret it, as part of the great

whole of knowledge. Otherwise it will seem narrow and unconvincing, just as would be economics founded on the sayings, of which there are probably many, of the Popes of Rome, and we shall be in danger of having still more independent thinkers like Sorel indulging in gibes.

Now I do not for a moment suggest that Mr. Cole wholly forgets this difficulty, but what I do suggest is that right through his two articles there runs a disposition to shut his eyes to it. He speaks, not without some sympathy, of the attack by the Plebs League on the Workers' Educational Association, on the ground that it is not a class-conscious organisation. It is true that he goes on to say that this is unfair, "for the W.E.A. lecturer is left perfectly free to say what he chooses and to teach how he chooses, subject to the observance of reasonable educational standards." But he asks for a development of the work of such teaching "in a full recognition of its social character. This will influence not only the subjects chosen, but still more the manner of teaching them. This must depend for its success on the feeling of the workers that it is their own education designed by themselves especially to meet their own needs." The worker "wants to feel that it is *his* education, controlled by someone whom he trusts, and not a kind of education which is being offered to him by his 'social superiors' for propagandist purposes."

Now the principle involved in the last sentence quoted is of course absolutely true. The question is not as to its truth, but whether knowledge can be made a means to an end of a material character. It not only cannot be made so, inasmuch as to try to give it such a colour would be to destroy its quality as an end in itself, but it is more than doubtful if democracy as it is coming to be to-day would look at it if it were so presented. Democracy, as it is growing to be since the last extension of the franchise, goes beyond the limits of the trade union movement, and it is not so far at all clear that the majority of those within that movement really wish that it should do anything else. It is inert from want of knowledge and spiritual inspiration, but it is only by giving it the chance of knowledge and of spiritual inspiration of a high quality that we can hope to enable it to lift itself into life. The winning of these priceless possessions would, so far as we can see, enable it to solve, and to solve rapidly, the whole of its social and political problems, and no mechanical methods which fall short of this standard seem likely to enable it to do so. The object of education is to produce equality as far as nature will allow equality among men and women to be produced, and inequality in education will always leave great evils unredressed.

Now it is a mistake, as even the experience we have so far had shows, to think that education of the highest quality, and with the utmost freedom of choice in accordance with his desires, cannot be given to the adult worker. But the knowledge offered to him will only be



appreciated if it is of that kind which is an end in itself and will of itself transform for him the meaning of his life. Short of this standard I do not think that the majority of the workers will aspire to it. They wish to have hours of leisure and hours of work rendered full of interest and continuous within one entirety. If so knowledge must itself disclose the character of the whole with its infinite varying aspects. That is what the best minds within our universities know well, and that is why the work of the W.E.A. is meeting with success, even in the face of great difficulties.

It is in what Mr. Cole does not say at least as much as in what he does say that his outlook seems to me insufficient, insufficient as a means to the end which he appears to favour, the development of the soul of the worker as such. Not by any offer short of the highest, the highest intellectually and spiritually, can the aspirations of the adult worker to equality and freedom be satisfied. It is of education at this level that the university is the guardian and the provider. We cannot bring the democracy in large numbers within the walls of the university. To do so would be to substitute quantity for quality and so to swamp it. What we can do is to enable the university to train more teachers of the highest order and to send them forth to do its work extramurally, in the industrial centres, thus to be provided with local springs of university influence. In such a fashion alone can we hope to extend the atmosphere in which what is best can live and grow. Labour Colleges, like other technical institutions, have their useful functions. They stimulate men to activity. But they can only partially educate, because their foundation is not the principle that all knowledge belongs to one entirety, an end in itself with no purpose beyond. The day will, I hope, come when, as is beginning to be the case in Scotland, all teachers, elementary as well as others, will be trained by the University. When that day comes the elementary school teacher may well have a new function added. He may become the assistant of the professor in villages and rural districts which can hardly themselves be centres in which independent organisations of a university type are established, in dispensing the higher learning in evening classes.

These, it seems to me, are the ideals towards which we have to work, and we need not trouble ourselves with the obsession that knowledge is an instrument which may be rendered dangerous by being employed by Capital. If Capital ever tries to divert the higher training from its sacred work the people will know how to deal with the emergency. But of that emergency I see as little sign as I do of any impending domination of our democracy by Bolshevism.

### Social and Political Education League.

The annual meeting of the Social and Political Education League will be held on Monday, June 13th, at 8-30 p.m., at the University College, Gower Street, W.C. 1., when Mr. G. P. Gooch, M.A., will deliver his presidential address on "The Study of Foreign Affairs." The Right Hon. Viscount Haldane of Cloan, K.T., O.M., will preside.

Tickets may be obtained on application to the Hon. Sec., Gerald S. Tetley, 5, New Square, Lincoln's Inn, W.C. 2.

### CHRONICLE OF EDUCATION.

- April 22—Lord Burnham opened a new municipal secondary school at Wolverhampton.
- April 23—The first annual meeting of National Association of Inspectors of Schools and Educational Organisers was held at the London Day Training College. President: Dr. C. W. Kimmins. Secretary: Mr. Marshall Jackman.
- April 28—Mr. H. A. L. Fisher addressed the Baptist Union Assembly in Bloomsbury on: "The Education of the Adolescent."
- April 29—Principal H. J. W. Hetherington, of University College, Exeter, made a statement in Plymouth concerning the possibility of a university for the south-west being soon established.
- April 30—Mr. H. A. L. Fisher opened the exhibition of books, manuscripts, etc., relating to Dante.
- April 30—The annual meeting of the Public Secondary Schools Cadet Association was held in Birmingham. President: Lord Deerpark.
- April 30—Canon J. H. B. Masterman lectured to the Workers' Educational Association on "Modern Ideals in Education," at King's College, Strand.
- May 2—Mr. J. H. Lewis delivered an address on the policy of the Board of Education to the annual conference of the National Federation of Christian Workers among Poor Children.
- May 5—Presentation of the "Ich Dene" manuscript to the Prince of Wales by the graduates and undergraduates of London University at a reception at the Guildhall.
- May 7—A public meeting of the Education Society of the South-West was addressed by Mr. Fisher in Plymouth.
- May 10—The London County Council unexpectedly postponed consideration of the proposals limiting the operation of the Education Act of 1918 in respect to Day Continuation Schools to a one year's course.
- May 13, 14—The annual conference of the National Association of Schoolmasters at Cardiff.
- May 14—The annual meeting of the Educational Handwork Association at Southlands College, Battersea.
- May 14, 16, 17—The annual conference of the National Union of Women Teachers at Portsmouth.
- May 14-18—The twelfth annual conference of the Association of Teachers in Technical Institutions at Cardiff Technical College.
- May 18-20—The annual conference of the National Association of Head Teachers at Newcastle.

### Some Appointments.

Miss Zeta G. D. May, Vice-Principal of Avery Hill Training College, as Principal of the new training college at Neville's Cross, near Durham.

Mr. Thomas Quayle, D.Litt., as Joint Secretary for Indian Students in Great Britain.

Rev. R. F. Rattray, M.A., Ph.D., as acting Principal of Leicester, Leicestershire and Rutland College.

Mr. A. R. Thompson, M.A., as Headmaster of the Ashton Grammar School, Dunstable.

Mr. G. W. Daniels, M.A., B.Com., as Professor of Commerce and Administration in the University of Manchester.

## THE PROFESSIONAL TRAINING OF TEACHERS.

BY

DR. J. L. KANDEL, *Columbia University.*

THE problem of the training of teachers is still one that is far from being solved. Except for law, no type of professional training bears the earmarks of its evolution so much as the preparation of teachers. -Passing from a period of purely apprenticeship training the emphasis was shifted to an extension of academic preparation, which was followed by an emphasis on methods and pedagogy, not so strong perhaps in England as in the United States, but none the less marked. The present system, if the four or five different routes by which one may become a teacher may be called a system, shows the characteristics of all these periods. A combination of academic preparation, educational theory and methods, and practice teaching running along parallel lines does not, however, constitute professional training. That the teacher should possess a thorough command not only of the subjects that he intends to teach, but also of a liberal education is, of course, the first essential in any type of training. But such a command does not become professionalised by the superimposition of courses in methods and theory with practice tacked on as best it can be. A satisfactory solution can only be obtained by a system that co-ordinates all the three essential elements into one unified whole.

The peculiar virtue of the English system of education is variation and the absence of uniformity. It would, however, be difficult to make out a good case for a system that grants a teacher's certificate to candidates who may have had two or three or even four years of training. Leaving out of consideration for the present the uncertificated teacher and the teachers certificated on examinations, such a system must inevitably develop caste within a profession. When to this is added the secondary school teachers with diplomas earned in a university department or in a combination of apprenticeship in a school plus "courses in education," the question may well be asked which of these different types is sound. The answer may be found perhaps in the scepticism with which the teacher of experience looks upon training in general and the early floundering of the young teacher produced by each type.

Any discussion of the training of teachers at the present time is open to the objection that far-reaching reforms must be suspended until the prevailing lack of teachers has been remedied. It is futile, however, to launch a programme of educational reconstruction while neglecting the chief factor upon which its success depends. Public enthusiasm, a better conception of the place of the school in society, increased financial support, an expansion of school building, and a broader and a more generous curriculum, will avail nothing unless the standards of teaching that were acceptable before the war are considerably raised. The new salary scales, the provisions for old age, and in general the new status enjoyed by teachers will all help to secure recruits. But a more genuine appeal will surely be made by a system of training that is distinctly professional, and not a mere agglomeration of scholarship, a little unrelated science, and some apprenticeship.

The preliminary preparation of candidates for the teaching profession no longer presents a problem. A good secondary education is now universally accepted as the minimum standard except in Germany and France. The question still remains as to the time when the choice of the profession should be made. And here there can be no doubt that the choice should be delayed as long as possible, perhaps to the last year of the secondary school course. For the present, until some test of fitness can be devised, the selection of candidates for training must continue to be by examination. At this point there arises the anomalous English practice of sifting the candidates into the groups destined for the two year training college and the group that is to attend the education department of a university, although both groups will ultimately perform the same work side by side in the same type of school. It is difficult to justify this practice on any logical ground, more particularly as the distinction is not made on the basis of professional fitness, but on ability to pass an examination in academic subject matter. One result of this practice is that the attention of those students who enjoy the opportunity of attending a university is diverted to the degree instead of being focussed on the professional preparation. It would be utopian, perhaps, under present conditions, to suggest that all teachers should be trained in universities, but there is at least as strong an argument for this step as there was some years ago against the segregation of future teachers in special centres. Since training in universities is at present impossible, a way out may be found by affiliating the training colleges with the universities in their district in much the same way as theological schools and medical schools in hospitals. Such a step would at once serve to raise the standards in training colleges and to unify professional training under university supervision. A minimum period of training for three years is not too much to ask in view of the new tasks that the schools must undertake.

The inherent weaknesses of teacher training to-day lie in the separation of academic preparation or the study of subject matter, the theory of education and practice in different compartments frequently under separate and distinct guidance and direction. There seems to be an absence of focus or rallying point round the work that the future teacher is to perform. This situation is, of course, not confined to teacher training alone. The university student of law still has to learn the "art" of his profession after his graduation. The engineering student is still required to undergo a period of apprenticeship, although in this field the introduction of the co-operative or sandwich system may reduce or eliminate the period of apprenticeship. A similar condition is found in medical education. Discussing the defects of medical education, Sir George Newman ("Some Notes on Medical Education in England," p. 118) points out that "there is insufficient co-ordination between subjects and departments. If a stranger enters one of our Schools of Medicine he will discover many highly competent teachers and some well-equipped

departments, but a cursory examination may reveal the fact that all too frequently they are self-contained. . . . There should be close co-ordination and frequent personal co-operation within the Faculty of Medicine, between the laboratory and ward, and also between Medical Schools, in order that medical education throughout the country may at least be as well organised as the examination system has been. The urgent need in medicine at the present time is the association of the different parts of medical science both in relation to each other and to clinical practice. The effective conjunction is the co-ordination of the hospital function with the educational function." The defects discussed in this section apply *mutatis mutandis* to the preparation of teachers.

It is, of course, not expected that the training college shall turn out finished teachers. A probationary period will always be necessary. But it is desirable that the training shall be of a character that will lay a foundation for growth and progress instead of developing a contempt for the theory of education so often found among teachers just entering on their careers under actual school-room conditions, a contempt which is too frequently fostered by the older teachers who have learned by "experience." In looking for reform, however, it is impossible to point to any system that is perfect. The Prussian system of training teachers more than any other attempted to co-ordinate subject-matter, theory, and practice. Here the instructors in the *Lehrerseminar* were themselves men who had secured their appointments after years of experience in the type of school for which the students were to be prepared. In other words, the large majority were themselves elementary school men. Further, there was no divorce between the teacher of subject-matter and the teacher of methods, nor again between the teaching of theory and practice. The teacher of arithmetic taught not only arithmetic, but the history of arithmetic, and the methods of teaching arithmetic, and supervised the practice teaching by students of that subject in the practice school. This system was carried through for all subjects of the elementary school. Whatever the limitations of the Prussian system may have been, efficiency in the training of teachers was attained. A somewhat similar system is followed in the *Ecole Normale* for the training of secondary school teachers of France. The professors here are responsible not only for the thorough preparation of the students in subject-matter, but also for instruction in method. The system is not carried out completely owing to inadequate facilities for practice teaching.

The weaknesses of the English training colleges are so obvious that a mere reference to them will suffice. There is a lack on the part of many teachers in such colleges of experience in or familiarity with elementary schools, which in part goes back to the desire to appoint specialists in the respective subjects, rather than teachers who can teach how these subjects should be taught. The existence of a master of method is an anomaly which rests on the same premise, one teacher is to give command of subject matter, another is to tell how it should be taught. There is every reason, however, why every teacher in a training college should not only know his subject, but also the best methods of teaching it. Experience in an elementary school, now required for

some grades of inspectors, should be an essential qualification for such teachers. The greatest defect is the absence of facilities for teaching and observation. A training college or education department without a practice school is of the same value as an engineering department without shops or a medical department without clinical facilities. And yet there are training colleges from which the students must travel twenty or thirty miles to fulfil even the small requirements for practice teaching now in force. It is often claimed that practice teaching is not so urgent in the training colleges, partly because the majority of students have themselves been through an elementary school, partly because they have had actual teaching practice as student teachers. It may be submitted, however, that there is no guarantee that such practice has been well supervised or that the young student teacher has been able to build up a body of principles for himself.

If the training of teachers is to be professional, if it is to develop into a well-integrated and co-ordinated system, every training college and education department must have its own practice school—not a model or demonstration school nor an experimental school, although these too have their place, but a school in which the theories and principles taught in the college may be exemplified and vitalised by the teachers and observed and practised by the students. If a focus or rallying point is to be provided, it can only be found in the practice school run on conditions similar in general to those prevailing in the schools in which the student is to teach when he enters on his career. The supervision of each branch of the curriculum in the practice school should be in the hands of the teacher of the corresponding subject in the college. Such a school, if well administered, would not be subject to the objection of parents that they do not wish their children to be experimented upon. It would eliminate the present system whereby the students are scattered at the close of the college year among a large number of schools in which their early struggles may or may not be guided and directed under the scanty supervision that a master of method can give under such conditions. It will bridge the gap that too often exists between theory and practice, for unless there is a thorough interaction between the science and the art of teaching, the training will inevitably fail to be efficient.

The association of a practice school with every training college will not only serve as a centre for the co-ordination of subject-matter, methods and practice, but to-day it is fundamental to the teaching of such a purely professional subject as psychology. The day when psychology could be taught merely as an abstract study unrelated to the needs of the classroom is passed. This type of study never had much meaning to the future teacher. If it is to have any significance for teaching, the study of that branch of psychology, now known as educational psychology, must, like the teaching of method, be closely associated with opportunities for observing children, and these again can only be satisfactorily provided in a practice school. Some doubt still exists as to the amount of psychology that is necessary for the equipment of the teacher. Much of the subject should be incorporated in the teaching of methods; the psychology underlying the teaching of arithmetic, for example, should be taught by the teacher of mathe-

matics, and so for other subjects. But the general body of the subject of educational psychology requires constant reference to actual school conditions and real children. The teacher of the future will require some knowledge of the method of tests, and these again can only be properly grasped if the teacher in training has opportunities of seeing them employed and of giving them himself in a practice school. In the same way the most effective method of teaching the subject of school management is to refer constantly to a school within the immediate reach of the training college—again the practice school. Such training furnishes the best foundation for that research in education which it is the purpose of the Act of 1918 to foster.

The remaining subject usually included in the professional training of teachers is the history of education. While considerable progress has been made recently in the teaching of this subject, much still remains to be done. Whether a study of the great theorists taken out of their environment is of much permanent value to the teacher is an open question. No doubt they have their inspirational value, but it may be questioned whether a study of the development of the general principles underlying the history of the system in which the teacher is to work and a knowledge of the historical evolution of the subjects that the teacher is to impart are not of greater value. The latter branch of the subject should be taught by the teachers in the college of the respective subjects of the curriculum. The history of English education is now included in the training curriculum, but there is some danger that this subject may fall flat if it consists merely of a recital of the numerous Education Bills and Acts of the nineteenth century divorced from the political, social and economic conditions out of which they grew.

Finally, the whole question of differentiated training is still almost untouched. It is true that separate preparation of teachers for infant schools and kindergartens, for secondary schools and continuation schools, has been provided. Little recognition has, however, been given to the difference in training for teachers in rural and town schools, for teachers of the lower standards and higher standards in elementary schools, for teachers in central schools, and for teachers in the lower and advanced forms in secondary schools. The differences shade off into each other so finely that it may sometimes be difficult to realise that differences in training are necessary. Such an argument serves as one of the strongest pleas for a unified teaching profession, distinguished only by the kind of work the teacher is called upon to perform, and points ultimately to a unified school system and the elimination of much of the overlapping that exists to-day.

The suggestions discussed up to this point have dealt primarily with training for the elementary school. They apply just as forcibly to the secondary school and education departments in the universities. The practice of superimposing one year of theory at the close of specialised study of a few subjects prevails even more generally in the training of secondary school teachers. The divorce is carried still further in the system sanctioned by the Board of Education of apprenticeship for practical purposes in a school and the study of theory in some

distant university. The integration and co-ordination proposed above are not beyond attainment in university education departments. The professor of education cannot and should not be expected to be a master of the method of teaching all the subjects that his varied clientèle is to teach. The fact that many professors of ancient and modern languages, of history and geography, of mathematics and the sciences, are called upon to inspect and examine schools and write text-books for schools in itself furnishes an argument for entrusting to them the task of training the future teachers of such subjects. Were this done, the barriers that so often divide the subject specialists from the education departments would be removed, and the first basis for integration would be attained. The arguments for practice, not experimental or model, schools are just as strong in the training of secondary as of elementary school teachers. Here again a uniform method of training would lead to that unification of teachers on a professional basis that is so desirable.

The training colleges and education departments have not yet achieved the place that they should in the national system of education. At present their work is confined to the preparation of candidates for the teaching profession. A great opportunity still awaits them of providing educational leadership, if not exactly as centres of research, at least as institutions for the training of teachers already in service. One reason why they have thus far failed to perform this function is the prevalent feeling that theory and practice are separate. This feeling can only be overcome partly by professionalising their work by a close integration of theory and practice, and partly by coming into the market-place and observing the work of the teachers they have trained, by amassing a wealth of suggestions from an observation of actual school conditions, and, finally, by threshing out anew the problems of education by means of courses for teachers who already have a rich experience and who feel the need of "refresher" courses to save them from grooviness and to enable them to profit by such advances as have been made in the theory of education since their own period of training.

#### Adult Education in London.

The various organisations providing adult education in London all report great increases in the number of students.

129,572 students had been enrolled at the L.C.C. Evening Institutes up to the end of February, as compared with 108,200 in 1914. The number of students in the polytechnics, technical institutes and trade schools was 64,031, an increase of more than 16,000 over 1914.

The students attending the Working Men's College, St. Pancras, increased from 1,017 last year to 1,413 this year, and five new evening institutes for men only, which were started last September in Battersea, Bethnal Green, Deptford, Mile End and Southwark, were being attended by 1,207 men students in February.

The demand of all sections of the community for educational facilities is further emphasized by the pressure upon the accommodation available in the Universities and at secondary schools, by the expanding activities of the Workers' Educational Association, the Adult Sunday School Union, and many other bodies which provide in one way or another opportunities for continued education.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### III.—Anyte of Tegea (fl. B.C. 275).

You will not find much information about Anyte in our standard histories of Greek literature, whether they be large or small. Professor Gilbert Murray gives her a few lines in his manual, but classes her, rather oddly, among the later epic poets. In the five long volumes of Croiset she is not mentioned even by name. Nor are ancient writers much more communicative. Meleager, it is true, puts her with Sappho and Moero as the first three in his long list of poets, and Antipater in a well-known epigram bestows upon her the title of "The female Homer." Stephanus records her birthplace; Pollux tells us of her favourite dog, Locris, for whom she wrote an epitaph, which he quotes; Tatian, a doubtful authority, adds that her statue was made by Euthycrates and Cephisodotus; and that is about all we hear of her in ancient literature except for one passage in Pausanias' "Description of Greece," curiously enough the very last paragraph in that great repository of archæological lore.

"The sanctuary of Æsculapius at Naupactus," says Pausanias, "is now in ruins. It was originally built by a private person, a man named Phalysias. His eyes ailed him and he was nearly blind when the god at Epidaurus sent the poetess Anyte to him with a sealed tablet. The woman thought that the message was only a dream, but when she woke she found it a reality; for in her hands she saw a sealed tablet. Accordingly she sailed to Naupactus and bade Phalysius remove the seal and read the contents. To him in his state it appeared impossible that he could see the writing. But hoping for some benefit from Æsculapius he removed the seal, and when he had looked at the wax he was made whole, and gave to Anyte what was written in the tablet, and that was two thousand golden staters."

The anecdote is interesting, but not perhaps very instructive, except in so far as it is a lesson to millionaires in the proper disposal of their superfluous wealth. That Anyte was a highly suitable object for such munificence is obvious even from the scanty remnants of her work that we now possess.

### Epitaphs.

#### ANTIBIA.

Full many a suitor craved to be her mate  
And thronged with eager prayers her father's gate,  
That maiden wise;  
But cruel Death put all their hopes to scorn,  
And now for fair Antibia we mourn,  
His loveliest prize.

A.P. vii. 490.

#### THERSIS.

O Thersis dear!  
No bridal chamber thine nor marriage songs;  
Only this marble tomb to thee belongs  
And thy fair image here,  
Set by thy mother's love that we  
Might e'en in death still speak to thee.

A.P. vii. 649.

#### ERATO.

Her arms about her father close she flung,  
And weeping to him clung.  
"Oh, father dear," her last soft cry,  
"I faint, I fall, I die:  
Mine eyes are dim: the Lord of death  
Draws me to his dark realms beneath."

A.P. vii. 646.

#### PHILÆNIS.

"Philænis"—loud and loud again  
Rings out the voice of Cleina's pain,  
As on her daughter's tomb she lies  
And to her lost one sadly cries.  
'Tis all in vain: the maid unwed  
Has crossed the pale stream of the dead.

A.P. vii. 486.

#### PROARCHUS, SON OF PHIDIAS.

Black cloth of woe thy father's house arrays  
Since battle snatched thee, bravest, from our side.  
But still the stone above thee sings thy praise,  
"For his dear land he died."

A.P. vii. 724.

#### THE DEAD CHARGER.

This tomb doth hold thee, charger stout,  
Who bore thy master to the fray  
Till in the din of battle's rout  
Thy life blood ebbed away.  
Damis has raised this stone, for he  
Was oftentimes raised from earth by thee.

A.P. vii. 208.

### A Dedication.

Once thou wert borne on Cretan fields by Echekratidas,  
But now thy brazen pointed barb Athena's temple has.  
Stand there, bright spear, and so proclaim  
The glory of thy master's name.

A.P. vi. 123.

### The Dolphin.

No more exulting in the ocean's flow  
My neck shall rise from the green depths below.  
No more shall I around some galley fair  
Snort loud with pride to see my image there.  
The dark sea waves have cast me out to land,  
And now I lie abandoned on this strand.

A.P. vii. 215.

### Lost Playthings.

The locust once did fill the fields with song,  
Till little Myro said—"To me belong."  
This cricket, too, upon the oak tree lay  
Till Myro took him for her baby play.  
Now they are dead, and see, the little maid  
Their tiny bodies in a grave has laid.  
O stubborn Death, hast thou so shame or fear.  
To rob my sweetling of her playmates dear.

A.P. vii. 190.

F. A. WRIGHT.

## STICKY.

OXFORD is becoming itself again. Khaki has given place to the ante-bellum cap and gown. But alas! I look in vain for one I long to see. I tread the High, the Broad, the Turl, Merton Street and Oriol Street, but all to no purpose. Gone, evidently gone, is Sticky; I see and hear him no more.

"Who is Sticky?" Can it be that this question can be asked? Such questioning seems to place me on the shelf as one who belongs to a by-gone generation. Yet not long ago everyone in Oxford knew Sticky, though no one had fathomed the mystery of his being or had even discovered his name. He was known as Sticky because he carried walking sticks for sale. I say he carried them, and I purposely use the word, for he was never known to offer them for sale and no one was ever seen to buy them. But this slackness in trade never seemed to cause him the least distress. He was apparently indifferent. Only one of his sticks was put to any use, and it was this that made him a mystery. He was constantly tapping the pavement with it. His perambulations took him the round of the Colleges, but he was chiefly seen near Merton and Oriol. He walked with bowed head, yet his eyes were always on the watch and no one escaped his observation. He was never in a hurry, and from time to time he paused as if to meditate and tapped the pavement as if—ah! there was the mystery. What meant those sticks? What meant that tapping?

No one could speak with authority, for no one knew. But speculation was keen and varied. There was plainly some meaning in the man, some purpose in the perambulations. But the mystery of his merchandise was never fathomed. As he was not destitute in spite of doing no business it was plain that his bundle of sticks was a blind, his tapping was not a mode of calling for custom, it was clearly a code of signals; no one responded to it, but that no doubt was part of a cunning device; those for whom the tapping was meant acted silently and secretly.

One great thinker, the nephew of a distinguished judge, propounded the theory that Sticky was a Russian spy, but the legal blood that was in his veins caused him to act on the excellent maxim, "never give reasons for your decisions," and he declined to justify his opinion.

Another theory was offered by a graduate. He had been called to the Bar, but he had never practised, thereby defrauding the Courts of much humour. He was a man of many ideas and most of them were quaint. He treated the Russian spy theory as an absurdity. Sticky was a spy but he was a 'Varsity spy, employed by the Vice-Chancellor and Proctors to watch the members of the University and report on their doings. This graduate took himself seriously and expected to be taken seriously. His theory of Sticky was the outcome of deep thought, and he was convinced that it was correct. Strange to say I found that there were not a few to whom I mentioned the theory who were prepared to accept it as a possible and even probable solution of the problem. Looking back, I wonder that no one made a thorough investigation of the mystery. Perhaps we wished Sticky to remain a mystery; his charm would have gone if the facts about him, whether startling or commonplace, had been revealed. What would have happened if some bold spirit had held up the Vice-Chancellor on his way to the Ancient House of Congregation and demanded: "Sir, who and what is Sticky? Is he the secret service of the University? To whom does he tap? What is the meaning of his sticks?" If Sticky had really been a 'Varsity spy, the Vice-Chancellor would, of course, as is the manner of governments, have denied all knowledge of the man and his doings, and with this thought in his mind the questioner would have placed no value on the Vice-Chancellor's repudiation of Sticky. Perhaps this accounts for the question having never been asked.

There must be many who have found in the war a solution of the problem which completely satisfies their minds and explains Sticky's movements. It is obvious now that he was neither a Russian nor a 'Varsity, but a German spy. The fact that no one suspected his real pursuit is a signal proof that we did not anticipate war with Germany. Now, however, it is clear what Sticky was doing. He was listening to the conversation of the intellectual community of England and was gathering information for his masters in Berlin. But what was his tapping? That, indeed, can only be a matter of guess-work. It may have been a signal to a fellow-spy to follow a brilliant undergraduate whose conversation he had overheard and wormed secrets from him. But this hardly seems to do justice to the scientific resources of Germany. Was not the tapping, the seemingly harmless diversion of an old man, a cunning means of sending wireless messages to the German Embassy in London? Surely this was its meaning, that elderly carrier of sticks possessed a secret that was helping to prepare the great conspiracy against civilisation. The fact that he is no longer to be seen in Oxford confirms the theory.

But though this explanation will be accepted by many of those who remember Sticky, I have another theory and one that is much more romantic and does more credit to him. I think he was the Scholar Gypsy returned to Oxford in new guise and with new ways, leaving after long years of wandering the Hurst, the Cunnor Hills, Bablockhythe, Godstow and Bagley Wood. "Oxford's ineffable charm" had brought him back, and where he had once knocked vainly at preferment's door he now tapped placidly on the pavement, meditating on far-off days and long-departed friends. One feature in Sticky confirms my theory—his habitual silence—"none had words he could report of him." And to this I add, "his outlandish garb, his figure spare, his dark vague eyes and soft abstracted air." Plainly he was no mortal, but a visitant from another sphere, a ghostly relic of a by-gone age, haunting his former haunts.

But if this be so, why has Sticky disappeared? I can only suppose it to be due to disappointment and disillusionment. It is a fatal mistake to revisit our early haunts except in imagination. We idealise them at a distance, and when we return to them try hard to see them as they were. But the effort rarely succeeds, and we turn away determined henceforth only to dream of them and never to see them in reality again. I think this is what has happened to Sticky, unless perhaps a kindly fate has laid him at last "under a dark, red-fruited yew tree's shade." Be that as it may, Sticky has vanished, and with him has gone the Oxford that I knew. Lest I, too, should lose the charm of other years, Oxford shall be to me henceforth a land of dreams, my mind alone shall haunt it, not my feet.

W. C. BUNCHER.

## 2 Edw. 7, Ch. 42, Section 17.

The permissive nature of this section is sometimes overlooked, and Tunbridge Wells is a reminder. For the Town Council has this year **not** delegated its powers as Education Authority to the Education Committee. The decisions of the latter body will, therefore, be submitted to the Council for approval.

## Army Educational Corps.

An Army Order states that officers of the Army Educational Corps below the rank of Major will be promoted on their records, up to and including 31st December, 1923, but that on and after 1st January, 1924, no Captain or Lieutenant will be considered eligible for promotion unless he has passed the necessary examinations. Officers of the substantive rank of Major will not, until further orders, be required to attend the Senior Officers' School before being considered for promotion to substantive rank of Lieutenant-Colonel.



## ART IN LONDON.

**The Royal Academy.**

As a rule one grudges the space and prominence which convention allots to the Royal Academy, because for many years it has shown itself wholly out of touch with modern artistic development and one has suspected that its great vested influence was used not only against ideas, but financially in the interests of dead formulæ. This year matters are very different. The election of Augustus John as an associate a few days before the opening of the exhibition gave a hint of what was coming. With Private View Day it was evident that a new spirit had guided the Hanging Committee. Anecdotal pictures are no more; of the bad old days a few relics remained, but they were oddly conspicuous among the crowd of pictures in newer manners. The official portraits of Mr. Frank Salisbury would merit oblivion had not their painter rashly ventured into print and attacked the Hanging Committee for wasting wall space. As Mr. Salisbury paints on a larger scale than any other exhibitor his protest has special point! Sir William Orpen shows a number of brilliant portraits, of which "Le Chef de l'Hotel Chatham" is generally most admired. Sir William is clearly on the way to introduce a new manner in portraiture, a manner in which vivid personality counts more than graciousness, in which a touch of cruelty is more noticeable than one of kindness. Mr. Eric Kennington, a prominent young artist, receives a place of honour for a strange, hard painting of Lord Pentland, in which colour and treatment alike have a texture of corrugated iron. Mr. Charles Sims shows an exquisite picture of "The Pond, Hemsted," and four other beautiful paintings which establish him as an artist of delicacy and sympathy. There are fine landscapes by Messrs. Oliver Hall, Arnesly Brown; others less successful by Messrs. D. Y. Cameron and Philip Connard; others, good of their kind, but frankly of a vanished age, by Messrs. Farquharson, Graham and Leader. The late William Strang shows an original "Venus and Adonis," half pre-Raphaelite, half post-Gauguinesque, Mr. Glyn Philpot essays symbolism on a vast scale. Messrs. Stuart Hill, Philip Connard, W. W. Russell, exhibit excellent portraits, while Mr. Cadogan Cowper is represented by six large paintings of women, each more inexplicable than the last.

**Noteworthy Exhibitions.**

SCULPTURE BY LAURENCE ATKINSON at the Eldar Gallery, Great Marlborough Street, may be said to exemplify the best in abstract art. Mr. Atkinson is a non-representational sculptor, in that he shows carvings and models unrecognisable as human figures or animals, but his power of suggesting by line and proportion such emotions as grief, progress, growth, and the like is impressive and admirable.

CARICATURES BY MAX BEERBOHM need no advertisement. It is to be hoped that the thousands who flock to the Leicester Galleries will also study, in the room adjoining the Max drawings, the

FLOWER PAINTINGS BY FRANCIS JAMES, who died last year, and to whose gentle memory these exquisite water-colours of flowers are an ideal tribute.

Finally, and before these lines are in print, there will be open THE NAMELESS EXHIBITION at the Grosvenor Gallery (51a, New Bond Street), in which, under the auspices of the *Burlington Magazine*, works by artists of the "right," the "centre" and the "left" of contemporary British art will be exhibited anonymously. This idea is an excellent one, and it will be interesting to see how far judgment is unconsciously affected by great names. At the Grosvenor, the exhibits will stand or fall by their own merits, and one may expect some amusing attributions of authorship from rash enthusiasts.

MICHAEL SADLEIR.

## MUSIC.

**Some New Works.**

Thanks to Mr. Edward Clarke, we have lately had an opportunity of hearing some new musical works. Perhaps I had better say at the outset that I do not agree with Mr. Clarke on the subject of rhythm, and that I feel his conducting to be less than efficient, especially when his energy is compared with his results, and therefore I do not feel that the works produced had the best possible chance.

The most interesting piece at the first concert at Queen's Hall was Stravinsky's Fire Bird Suite, which consists of parts of the Fire Bird Ballet rather casually put together and re-orchestrated for fewer instruments. Beautiful as it is it seems a little inconclusive to anyone well acquainted with the whole poem, and rather conjures up visions of some conductor saying, "Look here, old chap, I wish you would . . . etc.," and Stravinsky says, "Yes, I will when I have time." Other works at this concert were: A Song Cycle by Arnold Bax, very capable and very dull, and a storm on drums, brass, piano and two voices, by Arthur Bliss, written for performance at Viola Tree's production of "The Tempest." Though a most effective storm, and no doubt terrible in its place, it seemed rather to be out of place in the concert room, and the audience showed a tendency to laugh, especially when the two voices cried out "We split, we split" and proceeded to do so, dividing the dissonance between them.

Perhaps the most interesting item heard so far were Poulenc's songs and Darius Milhaud's "Le Bœuf sur le toit." The former were to words bearing perhaps some relation to Da-da-ism and seeming to be entirely buffoonery, but the music was at times singularly beautiful. The combination was voice, violin, cornet and trombone, which, though it seems at first a thought haphazard, turns out to be an extremely sonorous blend. With regard to the humour of the songs it may be mentioned that the glissando on the trombone was not forgotten. "Le Bœuf sur le toit," described as a cinema symphony on South American airs, has been heard in London before at the Coliseum, where it was played for the Mimo Drama, "The Nothing Doing Bar." It is a fine piece of work, well-knit and interestingly scored. The tunes are good ones and are very personally handled. There are moments of great beauty as well as forceful humour, and the whole piece is full of glitter, heat and sunshine. Although the general verdict seems to be that it is too long for its content I believe a more intimate acquaintance with it would dispel this idea. The initial theme, a very fascinating one, is certainly played a good many times and a great point of humour occurs near the end, where—in case you shall not remember it—the trumpet plays it again fortissimo and higher up the compass one imagines than the trumpet cares to go.

The interesting work of the third concert was Schönberg's "Kammersinfonie" for fifteen instruments. This is a fairly early work, something reminiscent of the sextette. It has moments of interest which were very much lost by the rather indifferent playing, and at moments it is Teutonically stodgy, giving one the feeling that Beethoven at his worst could have been just as bad with simpler means. At the next concert, which will be over by the time this goes to press, we are to hear Manuel de Falla play the piano part of his "Nuits d'Espagne," for orchestra and piano, and with memories of the delightfulness of the music of the "Three Cornered Hat" fresh in mind one may expect a great deal, and in spite of any differences we may have with Mr. Clarke over his conducting we ought to feel grateful to him for giving us the opportunity of hearing interesting things that no other conductors here seem to consider worth trying in public.

RUPERT LEE.



## SCHOOLCRAFT.

### NOTES ON THE LEAGUE OF NATIONS.

*In view of the importance of instructing children in the aims of the League of Nations we have invited Mr. Robert Jones, D.Sc., to write a short series of lessons on the topic.*

#### I.—The Idea : Its History.

(a) Certain human ideas (ideals) pass through definite stages towards a final victory : (1) first appearing as the "fad" of a lonely thinker here and there ; (2) later, forming the belief of a prophet and his few disciples ; (3) being lost and forgotten, perhaps, but (if there is life and truth in the idea) reappearing ; (4) arousing the opposition and contempt of the supporters of the older ideas ; (5) perhaps arousing persecution, at the point when for the first time the final victory of the new idea seems to be possible ; (6) next entering a stage when it cannot be thrust aside and ignored, but must be met by argument, because people are everywhere discussing it ; (7) coming next to a time of trial and experiment ; failure here meaning that the idea dies or disappears for a period, to come forward again—if there is life in it—in a new form ; (8) plainly seen now, by friends and foes alike, to be fairly certain of final victory ; a point at which flat opposition is changed into efforts to have the idea accepted in an altered or modified form : what cannot be conquered may be tamed ; (9) acceptance into current of human life, perhaps to play its part, in future, in resisting still other ideals yet to come (*cf.* Arnold Bennett's play "Milestone").

(b) There is a period of "dreams and projects," and a period of attempts. They overlap and act on each other. The story of the attempts belongs mainly to the 19th-20th centuries (to be dealt with later).

#### The Projects.

(a) The ideas of peace of gentleness, of the abandonment of violence, even of non-resistance appearing in the higher religions, in Buddhism and in Christianity more especially.

(b) Projects of the Middle Ages.

A Brotherhood of Peace, founded by a French carpenter ; of little effect. (10th century.)

A plan for a League of Nations, by Pierre Dubois. (14th century.) Included an international Court of Arbitration.

A work of the scholar Erasmus, "The Complaint of Peace" (1517, published in England 1559 ; re-issued in 1917 by Headley Bros.). Here Peace herself is supposed to utter her complaint against man. At the end of the Complaint there are separate appeals to kings, priests, preachers, nobles, Christians.

In Italy, Dante expressed the idea of a united Europe or Christendom, with one general law which could end or lessen the contests of rivals. He put this mainly in "De Monarchia," written shortly after the year 1300, but not published until 1559, over two centuries after his death.

Another Italian, Marsilius or Marsiglio of Padua, wrote a "Defence of Peace" which was published in England in 1535. Shakespeare may have read it.

The "Grand Design" of Henry IV of France is described in "Memoires" of the Duc de Sully (about 1634). The Design was partly intended to check the tremendous power of the House of Austria, which at one time ruled half Europe and half America.

A Dutchman, van Groot (Hugo Grotius), set out in his "Right of War and of Peace" (1625) the idea that among all the laws of nations there are certain necessary fundamental truths, the basis of an international law of right.

William Penn, the Quaker, wrote "An Essay Towards the Present and Future Peace of Europe" (1693), with a plan for a European Congress or Parliament.

St. Pierre's "Project for Perpetual Peace" (1713) was more discussed than anything written on the subject. He based his project on the plan "first proposed by Henry IV

of France and approved by Queen Elizabeth and most of the then Princes of Europe."

At about the same time, works on "Perpetual Peace" were written by J. J. Rousseau (1761) and by Kant (1795).

This brings us to the 19th century, when definite attempts began to be made.

#### BRITISH SONG WORDS. By Herbert Antcliffe.

The outcry against composers for using trivial, meaningless or silly words as the basis of their songs is not a new one, though it has revived with considerable force of late. It is a common conception of the state of affairs that the chief if not the only offenders in this matter are British composers, who are told by their mentors to look at the examples set by those of other countries. A well-known lecturer recently compared our own composers with those of France, very much to the disparagement of the former in this and other matters. A correspondent of a leading daily paper also about the same time spoke of "the dearth of the smallest spark of sincere poetic fire in any of the representative British song," and said that "we have much here to learn from the German *lieder*. In this province of vocal melody Goethe was a co-partner with Schubert and Heine with Schumann."

Certainly it is good that we should learn from the great masters of German *lieder*, and also from the exquisite art of many modern French composers. Many of our composers neither choose good words nor treat them in the way they should be treated. Unfortunately, however, this is a failing which is not confined to our own country. These people, in making their comparisons, make them between foreign masters and British composers whom they regard as representative of the average. Yet the average in Germany is no higher than here. Many German songs are abominable in every respect, in the choice of words and the music set to them, and in the relation of the two. Some of them, and this is not confined to those sung in low class vaudevilles or beer-gardens, but includes many of what are called "art-songs," are not only hyper-sentimental, but immorally so. Not very long before the war broke out I had placed in my hands, by German publishers and composers, for translation into English a number of songs which had a certain degree of popularity in musical circles. Some of them had words which, without undue squeamishness, I could not ask our singers, young or old, to pollute their mouths by uttering. In other cases the words, though set to quite good music, were so inane as to make one fall back on the time-dishonoured method of an "English version" rather than a translation ; to write an original lyric rather than imitate in any way the German "*gedicht*." And was it not Mozart of whom it was said he could set a play-bill to music, and of Schubert himself that failing a poem a menu would inspire him ?

But there is no need to decry the composers of other nations in order to defend those of our own, any more than there is need to praise them in order to prove the faults of British composers. The comparison aroused by the reference to Goethe as "the co-partner with Schubert and Heine with Schumann," however, is distinctly thought-provoking. Apparently it is not realised by this writer and others that Shakespeare and Milton had worthy co-partners in Purcell and Lock, and still more in Lawes and Arne. Tennyson, in spite of a temporary overshadowing by his immediate successors, is no mean poet, and some of the best music of Sterndale Bennett and Arthur Sullivan is inspired by his poems.

And to-day what do we find ? Just as in other days and in other countries, thousands of songs based upon love-sick lyrics that are too frankly foolish to bear analysis ; patriotic effusions that no man who thinks seriously of his country's

welfare could pen ; doggerel that would disgrace any public school boy of fifteen written on every subject under the sun. We even find composers of high standing and real merit setting these despicable verses. As a rule, however, they are restricted to the royalty ballad writers and their class. We have not, perhaps, among our composers to-day one whose songs will rank with those of Purcell, Arne, Lawes, Schubert or Schumann. Such song-writers do not appear in every generation. But we have composers who are not afraid of choosing the best poems for musical treatment and clothing them in the best and most appropriate settings their genius can invent.

Many of our composers, young and old, turn to the classics with a frequency that is commendable when, as an eminent critic recently said, it is not cheeky. This same critic, by the way, who thus condemned the composers who made new settings of songs already set by the masters of the past, is also one of the leaders of those who complain of the banality of modern song words ! But they are not content only with Shakespeare, Milton, Ben Jonson, and the older classics. In the programmes of some of the vocal recitals given in London concert halls recently, one finds songs by British composers figure frequently. It is true that the English groups usually are placed at the end of the programme, but it is something that they are in the programme at all. These songs are naturally very varied both in character and quality. The majority will not outlive the composers ; many will be forgotten in a year or two ; some few may yet become classics and be sung by amateurs a hundred or two hundred years hence. Almost without exception, however, the words are of a distinctly high type of verse writing. Leaving out the names of the older classic poets the list of writers whose words appear is a striking one. A few professional lyric writers at their best are in it ; but in addition there is a goodly list of poets. Dante Gabriel Rossetti, Christina Rossetti, W. E. Henley, A. E. Housman, Robert Browning, Shelley, Burns, Elizabeth Barrett Browning, William Blake, Swinburne, Meredith, Fiona McLeod, R. L. Stevenson, W. B. Yeats, Rudyard Kipling, John Masefield, Walt Whitman and Edward Carpenter, for instance, are not altogether despicable as poets. Whether their verse is worthy of such composers as John Ireland, Vaughan Williams, Walford Davies, Rutland Boughton, Stanford, Parry, Frank Bridge, Cyril Scott, and other contemporary composers may possibly be debateable. Personally in every case I have no doubt upon the subject.

### PSYCHOLOGY FROM THE CLASSROOM. III. Types of Memory as noticed in Children under Study. By Elsie A. Fielder.

Memory is a useful servant to any human mind and we have only to think of someone who has suffered from "loss of memory" to prove it. We come across men and women who can remember nothing that happened before some particular event in their lives, something, perhaps, which caused a great shock. There is no one, however, who lives without any sort of memory at all : even such unfortunates as we have mentioned do unconsciously remember certain things which they learned in babyhood. For example, the way to feed oneself—they do not put a fork down to their feet at dinner-time. And looking round one's class-room it is rather interesting to study the various types of memory exhibited by children. Personally, I have found three, there must be many more ; but there is always danger in over-classification where psychological phenomena are concerned. Broadly, one sees three types :

- (a) the superficial memory ;
- (b) the slow but sure ;
- (c) the quick and sure.

Of the first, the superficial memory, Donald gives an example. He can learn a passage of Scripture, parrot-fashion, and hymns, poetry and so forth, quite speedily. He remembers for about ten days, but if a longer time is

allowed to intervene between repetitions his performance is sadly hesitating ; yet he can repeat a four-lined verse after hearing it read three times, if he repeats it immediately ; that is good for a six-year-old, I believe. He beats anyone else in the class for using the language of the book and for remembering all the details of the matter ! Yet if another child happens to narrate Donald will be unable to reproduce any part of it if he gets a chance a week later. He must express what he has taken at once after hearing, otherwise it goes. We allow him to use this superficial memory as much as possible, for we have realised that expression deepens impression.

Another child here gives an example of the second type of memory, the "slow but sure." Jack is six and a half years old, wide-eyed and dreamy, very intelligent ; and though he usually gazes at anything else but the black-board or his teacher's face, he is probably none the worse off for that, and he is not really thinking of his last visit to the Zoo, or of the new scooter at home, but he is taking in all the information of the book being read. He is thus a most fraudulent person, in his innocence, and one is surprised until one knows him well, when he stands and reproduces the matter of the lesson in a most satisfactory fashion. He remembers details as well as the main points, and that shows a high type of intellect rather rare, I believe, at the rockety, fluky stage of the six and a half year old. However, Jack finds it really difficult to learn anything by heart. For example, if we want him to learn poetry he must hear it and repeat it many times before he can memorise at all ; once learnt, however, it is remembered. He can repeat hymns which he learnt when he was three years old.

To be possessed of a memory which could be called both quick and sure is to be rather generously endowed. It gladdens the heart of any teacher to have such a child in the class because for once she gets full justice to her work. We call the children with excellent memories "satisfactory pupils." Fred is an example, here in Form III. He is a most dependable person, and it is very cheering to deal with a steady worker when one is correcting books in the evening.

We have noticed that the child who reasons much and is very "original" can seldom learn by heart. Mary came to me a week ago to repeat the parable of the sower and it came out something like this :—

"There was a sower went out to sow, and a few seeds fell on a path and the birds saw them and so they devoured them. And some seed fell on hard ground where the roots could not push themselves down, and the sun scorched it, and the plant died down. And other seeds fell in among thorny plants and they were stronger and choked the seed. And others fell on good ground and had fruit and leaves and things, and—well, that's all."

The little face looked up, with rather a hesitating glance, into mine. I believe the child realised it was not quite the correct Biblical language, it did not *end* rightly and a child always listens to the winding up of a thing. But this young narrator was so engrossed in the actual story of that sower that apparently she did not become aware of any departure from the text of the parable itself until the conclusion. Her recitation of Psalm xxiii was interesting that same morning. Rhythm affords her no attraction whatsoever.

"The Lord is my shepherd ; I shall not want. I lie down on the grass, He feedeth me by the still waters. He storeth my soul. I will fear no evil, though I go through shadow in the valley of death. Thou art with me, Thy rod comforts me. Thou spreads a table before me ; Thou anoints my head with oil"—that's like Mary and Jesus, isn't it ?—"my cup runneth over. Goodness shall follow me, and mercy, all my life, and I will dwell always with Thee—in the house of the Lord for ever."

Having remembered the last few words exactly she presented them with the utmost joy, and was entirely satisfied.

### VISUALISATION OF WORLD HISTORY BY MEANS OF UNDERWOOD STEREOGRAPHS.

By Sir Geoffrey Butler, K.B.E., M.A.,

Fellow and Prælector in Diplomatic History at Corpus Christi College and Secretary of the Board of Research Studies in the University of Cambridge.

EDUCATION and travel have always been closely associated. It is not necessary to go back further than the Revival of Learning in England and those wonderful years between 1485 and the end of the century, which saw the Italian visits of Sellinge, Linacre, Grocyn, Latimer and Colet. Now we are in the midst of a new revival of learning, and upon its effect in large measure wise men rely for a solution of the problems which lie before the English-speaking races. The feature of this present-day revival is that it is democratic, if that word may be applied to a movement in which a thousand will participate where one did in the 16th century. All the same in it travel, as Francis Bacon believed, has to play a part. How is this part of education to be put within reach of the masses who will demand it? Let me quote Bacon again:

"That young men travel under some tutor or grave servant I allow well: so that he be such a one that hath the language, and hath been in the country before: whereby he may be able to tell them what things are worthy to be seen in the country where they go; for else young men shall go hooded, and look abroad little."

Now in these days we must go the scientific invention to find our "tutor" or "grave servant," and I look to devices like the Stereograph to supply exactly what we want.

That I am merely theorising will not be thought by anyone who has seen the skilful use of the Stereograph method in a disciplined class in an American public school. I am delighted to hear that educational authorities in England are making experiments in the introduction of the Stereograph, and are finding them, conducted under proper auspices, most successful.

To speak, however, more particularly as a historian, I see in the use of this stereographic method in the schools of England an innovation which will be hailed with enthusiasm by those responsible for the advanced study of history in the Universities. The scientific study of history to-day, if it can be summed up in a few phrases, can be summed up as follows: By a closer and more sympathetic study of sources, by calling to our aid the skill of the anthropologist, the psychologist, and the economist, we are finding it possible to go further than many of the *a priori* methods of the tenth century historians could carry us. A great historian like Maitland, at Cambridge, had the power of showing us men and women of past ages, not as succeeding ages saw them, through the mist of contemporary prejudice, but as they really lived and were. I am confident, therefore, that in a small but important way we may copy this method by the use of the Stereograph. We can make the life of primitive communities, or the cloisters of the Middle Ages, or the battlefields of the Civil War, real for the student in a way that is impossible by means of the printed page. And it is in belief, quite apart from the stimulus which a view of scenes and generations other than his own must always provide for the pupil, that I write these few lines of welcome to the promoters of the stereographic method. As an incorrigible teacher of history I sincerely and confidently wish it success in its new applications.

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## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

### Circular 1090 at Work.

The London County Council proposed to establish six new minor ailment treatment centres and six new centres for dental treatment. They have been advised by the Board of Education that in accordance with circular 1090 only half the number can be sanctioned for the year 1921-22. The Council have bowed to the inevitable, but have informed the Board they are not willing to pledge themselves to establish only three of each during the year 1922-23. It is pitiable such paltry economies should be allowed to interfere with the medical treatment of London's children.

### The Archbishop's Policy.

The Archbishop of York addressed representatives to the Bridlington conference twice. He preached to them in the Old Priory Church and he addressed a welcome to them in the Conference Hall. On each occasion he delighted his hearers by the broadness of his views, and his evident desire for educational progress. Both in his sermon and in his address of welcome he advocated the abolition of the dual system of provided and non-provided schools. This I understand to be his policy. It is, however, a policy on conditions, and the condition laid down is that everyone must be careful not to allow prejudice so to obscure principle as to make it ineffective. Excellent, but in the removal of prejudice lies all the difficulty. What are the Archbishop's prejudices? Will they be removed sufficiently to allow his broadminded principles to have free play in solving the religious difficulty? Will one of his prejudices favour "Right of Entry"?

### A Wise Decision.

The Executive of the N.U.T. in deciding by a large majority to take no action on a very important resolution adopted by the Bridlington Conference have acted wisely. To disobey an instruction given by the supreme authority of the Union is quite unusual and may give cause for severe criticism. The Executive need not fear such criticism. Their action was taken in the interests of the great body of the teachers. They were faced by the Local Authorities Panel with the breaking up of the Burnham Committee unless an assurance were forthcoming that the period of peace secured by the adoption of the report would be respected. The Executive having accepted the report were bound as honourable men and women to observe its terms. They have agreed to do so and given the assurance that no action will be taken on the Bridlington resolution, which instructed them to start an agitation for the adoption of Scale IV of the report by every local education authority in the country not later than April 1st, 1923. I believe the Executive are receiving resolutions from the local N.U.T. associations approving the action they have taken.

### The Burnham Committee.

The further meetings of the Committee have been delayed by the necessity of awaiting the result of the review by the Board of Education of the full financial effect of the committee's allocation of scales. The committee finished its work of allocation some weeks ago, and many authorities have been able to ascertain the scales which have been allocated to their areas. The information given is not official. The committee as such has not supplied it because as yet, *i.e.*, at the time of writing these notes, the Board of Education has not reported to the committee its approval. The Board may suggest alterations, and the committee will be bound to consider them. I am not expecting the Board to disagree with the committee, but until agreement has been notified it is premature to regard the allocations as final.

### A Point Definitely Settled.

So far as the committee is concerned there are very few areas with regard to which the two panels have failed to reach an agreement. The few areas concerned are those outside London where Scale IV has been claimed by the teachers either in agreement with their own local education authority or apart from such agreement. SCALE IV HAS NOT YET BEEN ALLOCATED TO ANY PLACE OUTSIDE THE LONDON AREA. Whether the Board of Education will recognise Scale IV outside the London area for purposes of grant I cannot say. It is quite certain, however, the Burnham Committee will not recommend it.

### The London Continuation Schools.

The Education Committee of the Council in deciding to continue the newly-established day continuation schools for pupils up to the age of fifteen years only instead of to the age of sixteen has surprised everyone who congratulated the London authority on its wisdom in putting Section 10 of the Education Act, 1918, into operation. However, the Council has not yet confirmed the decision of the Education Committee and there may be some change of policy by the committee itself before a recommendation is presented to the Council. I understand there was much resentment caused by the unseemly haste with which the committee's decision was intended to be rushed through the Council. As a result of this the matter was held back. Full-time consideration during the Whitsun recess may cause wiser counsels to prevail. Day continuation schools for a period of one year would be a waste of public money.

### The Whitsun Conferences.

There have been three conferences of primary school teachers during the Whitsun holidays—each on sectional lines. The Head Teachers have met at Newcastle, the National Association of Schoolmasters at Cardiff, and the National Federation of Women Teachers at Portsmouth. The Head Teachers' conference is an old-standing annual institution at this time of the year, and the majority of its members are also members of the N.U.T., indeed the National Union is officially represented at the gathering. On the other hand, the N.A.S. and the N.F.W.T. are, to put it very mildly, not exactly on friendly terms with the N.U.T., nor are they on the best of terms with each other. The cleavage is on sex lines. Their policies on the salaries problem are mutually destructive. Their obsession on this question has drawn a reproof from the public press. "It is surely about time that the teaching profession, above all others, should cast aside these irrelevant and illogical sex grievances and unite in demanding a sufficient wage all round." This is exactly what the N.U.T. has done, and I suggest it would be wise on the part of the sex organisations to act on the hint given them by the *Daily News*.

### The New Methods.

The new methods of teaching recently advocated in this country, and especially those included under the description of "free discipline," are affording the critics of our ever-increasing expenditure on education a convenient peg on which to hang their comments. People who merely glance at the surface of things find it easy to attack the payment of teachers, whose task *appears* to be simply that of looking on while the children do very much as they please. I have recently read an article in the public press in which much of the present unrest and lawlessness was attributed to laxity of school discipline and the encouragement of "self expression." Experiments in education are peculiarly open to attack by ignorant and ill-informed critics. It is well to avoid even the semblance of waste in these critical times.

## EDUCATION ABROAD.

### The Bilingual Problem in Finland.

IN England we are happily not troubled with the problems of bilingualism in education, but in other countries the co-presence of two races speaking different languages constitutes one of the most difficult of the many problems that confront the educationist.

Bilingualism, generally speaking, presents serious administrative difficulties and involves a greater expenditure on the working of the mere apparatus of education than is the case in unilingual countries. The problem is comparatively simple when the two populations occupy distinct geographical areas, as in Switzerland, or where the two populations are so mixed or in such intimate contact that a uniformly bilingual solution is practicable.

It is most difficult to solve when, as in the case of Finland, two races to a large extent occupy distinct areas but are yet almost everywhere in contact through the presence of linguistic minorities of Swedes or Finns. In Finland, moreover, the problem has been rendered more difficult by historical circumstances, Swedish, the language of a minority of 12 per cent. of the population, having been formerly the official language and consequently the language of all stages of education above the most elementary. The situation has in recent years undergone a remarkable change, Swedish has lost its former privileged pre-eminence, and Finnish, the language of the majority, is now as the result of a series of legal enactments culminating in a law promulgated in November last, placed on a footing of equality with Swedish. The same tendencies are evident in education.

To speak first of popular education, we find that the board-schools in the whole country have, with few exceptions, only one language, either Finnish or Swedish. The other language of the country is not, in them, even a subject of study. We must remember that compulsory education is not yet introduced though it has been much discussed. The parishes are, however, compelled to establish a school as soon as the necessary number of pupils are there, and instruction is to be given in the mother-tongue of the pupils, either in Finnish or in Swedish. The number of board-school teachers was, in 1915-16, 1,006 Finnish and 275 Swedish in the towns. In the country places there were 2,858 higher Finnish board-schools and 346 Swedish. The number of pupils was on February 1st, 1916, in the towns, 34,797 Finnish and 8,519 Swedish. In the country places there were 135,173 Finnish pupils and 17,470 Swedish ones.

The parishes have to support the board-schools, but these are also subsidised by the State irrespective of their language. In 1915, the latest statistical year, the State gave out for the board-schools in country places 5,564,835 Fmk. The Finnish pupils cost the State 4,927,535 Fmk., the Swedish 637,300 fmk.

In 1916-17 there were in the country six Finnish and two Swedish training colleges for teachers. The outlay of the State for these colleges was for the Finnish colleges, 1,072,220 Fmk.; for the Swedish ones, 263,520 Fmk. The outlay of the State for each pupil was 1,208 Fmk. for a Finnish pupil and 1,875 Fmk. for a Swedish one.

In 1915-16 there were twenty-eight Finnish "Folk" high schools, and fourteen Swedish ones, partly combined with agricultural and domestic schools. The State paid for the Finnish schools in that year 92,748 Fmk., and for the Swedish schools 20,000 Fmk. Before, in 1909-10, the corresponding sums were: 217,510 Fmk. for the Finnish high schools, and 122,700 Fmk. for the Swedish; in 1911-12, 258,103 Fmk. for the Finnish ones, and 118,361 Fmk. for the Swedish; in 1913-14, 313,600 Fmk. for the Finnish and

129,700 Fmk. for the Swedish ones; in 1917 the Budget allocated 487,495 Fmk. to the Finnish and 152,505 Fmk. to the Swedish high schools.

**Secondary Schools.**—There were in 1917-18, 52 in all (lyceums 25, *i.e.*, 18 Finnish and 7 Swedish; middle schools 9, *i.e.*, 5 Finnish and 4 Swedish; girl schools 15, *i.e.*, 11 Finnish and 4 Swedish; supplementary schools for girls 3, *i.e.*, 2 Finnish and 1 Swedish). The expenditure of the State on these institutions was:—

For Finnish schools	5,039,630 Fmk.
For Swedish schools	2,261,515 „

There were in the same year 99 private schools (Finnish 70, and Swedish 29). The State expended on them:—

Finnish schools . . . .	1,923,853 Fmk.
Swedish schools . . . .	674,845 „

The expenditure of the State on agricultural instruction is as follows:—

The highest **agricultural instruction** is given at the University.

Without counting the cost of two agricultural colleges with Finnish as the language of instruction, the expenditure of the Department of Agriculture on school farms and agricultural schools, in 1918, was 1,016,800 Fmk. Of these schools one was Swedish, and its budget was 118,600 Fmk.

There were 22 so-called regular agricultural schools on private estates. Of these schools two were Swedish and they received from the State 30,000 Fmk. The three Finnish schools received 42,600 Fmk. in all.

There were 22 so-called regular agricultural schools, six of them Swedish. They received 288,400 Fmk. in all. Out of this sum 60,200 Fmk. were given to the Swedish schools. The expenditure of the State on dairy and farm schools and courses amounted to 371,300 Fmk., of which sum the Swedish schools and courses received 30,000 Fmk.

There are three gardening schools, receiving altogether 13,600 Fmk. from the State. One of them is Swedish and received 6,200 Fmk.

An agricultural college in Abo receives a subsidy of 12,500 Fmk. There is no corresponding Finnish college.

The outlay for domestic schools and courses was 240,000 Fmk. Out of this sum the Swedish schools and courses received 20,600 Fmk.

As regards **commercial education** the following details are of interest:—There are two commercial colleges, both of them in Helsingfors, the Finnish college receiving in 1917-18 from the State 78,000 Fmk., the Swedish one in the same year, 21,200 Fmk. The State subsidised also 5 Finnish and 2 Swedish commercial high schools, 13 Finnish and 2 Swedish commercial schools, and 14 Finnish and Swedish training schools for clerks.

The **highest instruction** is given by the State University and by the Technical University, both of which are bilingual.

The teachers of the University are obliged to give instruction in both languages, but the choice is left to the teacher. The number of Finnish lectures has increased lately but not so much that the proportion would correspond to the proportion of Finnish students.

The number of students has steadily increased. During the spring terms of 1916 there were 3,478 students. Of these 817 were Swedish speaking. The proportion between Finnish and Swedish speaking students is thus 3—1.

The language of the lectures was as follows:—In the theologic faculty, 7 professors lectured in Finnish, 1 in Swedish, and 1 in both languages; in the faculty of law,

8 lectured in Finnish, 7 in Swedish; in the medical faculty, 4 in Finnish, 16 in Swedish, 15 in both languages; in the faculty of history and philology, 36 in Finnish, 18 in Swedish, 9 in both languages; in the faculty of physics and mathematics, 6 in Finnish, 17 in Swedish, 3 in both languages; in the faculty of agriculture and political economy, 9 in Finnish and 7 in both languages. The statistics are still more unfavourable to the Finnish if we take into account only the regular professors, who are the chief examiners in their subjects and who also are the general administrators of the University. Of the regular professors 3 gave lectures in Finnish in the theological faculty and 1 in both languages; in the faculty of law, 2 in Finnish, 4 in Swedish, 1 in both languages; in the faculty of history and philology, 7 in Finnish, 5 in Swedish, 5 in both languages; in the faculty of physics and mathematics, 2 in Finnish, 5 in Swedish, 2 in both languages; in the faculty of agriculture and political economy, 1 in Finnish, 4 in both languages.

At the Technical University the professors have, according to the statutes, to give their lectures either in both languages or in Finnish. According to the statistics of this year, out of 19 professors only one lectured only in Swedish, in 1918-19 8 only in Finnish, and the others in both languages. This means that  $66\frac{1}{2}$  lectures weekly are in Finnish, 42 in Swedish, and the language of 5 depends upon the students. Of the lecturers, the number of whom is 10, 2 lectured only in Swedish, 6 only in Finnish, and 2 in both languages. Thus  $27\frac{1}{2}$  lectures weekly are in Finnish, 12 in Swedish, and  $4\frac{1}{2}$  depends upon the language of the majority of the attendants. The students in the Technical University who have given Finnish as their mother-tongue amount to 408 (65.5 per cent.), such with Swedish as their mother-tongue, 200 (34.5 per cent.). The corresponding figures of 1915-16 were 353 (60 per cent.) and 235 (40 per cent.), and 1916-17, 377 (63.3 per cent.) and 219 (36.7 per cent.). Among those having given Swedish as their mother-tongue, because their home-language was Swedish, there are some who have had their education in Finnish (school language); thus the number of the Finnish-speaking students really is considerably higher.

### Church Schools in Queensland.

In addition to the excellent State schools in Queensland there are some specially associated with the Church of England, their object being to provide secondary education for boys and girls at the lowest possible fees. They are supported mainly by voluntary contributions, and an appeal to that end has just been made by the Bishop of North Queensland. He mentions that the girls' school at Townsville cost £5,000, and has 75 boarders and 100 day scholars, the fees being £44 per annum. The girls' school at Herberton cost £6,000, and has 83 boarders, and fees are £60. Another school for girls at Charters Towers, just opened, cost £2,600. A boys' school at Charters Towers, being a memorial to the men of North Queensland who fell in the war, cost £11,000. It has 63 boarders, and the fees are £50 per annum. The total expenditure has been £24,600, and the total amount raised so far is £17,600. The Bishop adds: "This work is so urgently necessary that I have felt justified in facing a considerable overdraft rather than raise fees or refuse to take in scholars. The staffs of the schools—which contain many men and women of high academic attainments—are working for the most part for merely nominal salaries. The examination results have been very good, and the success in sports remarkable. Only by rigid economy and hard work have we reached the present results, and the need for expansion is still great. I therefore appeal with confidence to those who desire to forward the best interests of North Queensland to assist the funds of these schools."

## BLUE BOOK SUMMARY.

### More about University Grants.

The University Grants Committee in their report last February (Cond. 1163) stated (par. 15) that in consultation with the University authorities they had drawn up for annual presentation to Parliament schedules displaying the essential items of income and expenditure of the institutions and statistics of students together with collated tables in a comparative form for the United Kingdom as a whole. These schedules and tables have now been published under the title "Returns from Universities and University Colleges in receipt of Treasury Grant (Cond. 1263)—and, together with an introduction, they form a "Blue Book" that is extraordinarily interesting. The 304 pages of this particular document would, perhaps, not wholly relieve the tedium of a train journey, but they are sufficiently absorbing for a quiet evening's reading. "The essential object of the volume," to quote the introduction, "is to present in as complete and simple a form as possible the facts which change from year to year. These are equally necessary for the purpose of the Committee and Parliament and the Universities themselves"—and we may add of all people who take any intelligent interest in University education in the British Islands. The object is attained.

The function of the committee is, of course, to solve the problem of allocating Treasury grants. For the year under review the figures show the grants both for the financial year and the academic year—another bit of thoroughness. In future they will be given in terms of the academic year only. Some fifty institutions are concerned. This number does not include Oxford, Cambridge, Trinity College, Dublin, and Guy's Hospital Medical School—none of which is in receipt of annual grant-aid (The grants of £30,000 each to the first two and £12,000 to Trinity College in 1919-20 were in the nature of emergency grants pending the report of the Royal Commission new enquiry into their financial resources.) Exclusive of grants made by the Ministry of Agriculture and of the Board of Education, which the committee think should be kept separate, the amount of Treasury aid by way of annual grants for the whole of the United Kingdom (excluding the institutions named above) was £789,500. Of non-recurrent grant they received among them £321,000. And a perusal of these returns will show how great the need for more is. Very few, indeed, even with this help, were able to "carry on" without expenditure outrunning income. And making due allowance for the gradual decline in ex-service students, the figures on page 2 comparing the numbers of full-time students in 1920 with those in 1914 show a ratio in England, Wales and Ireland of roughly two to one. If this state of affairs lasts, and it is bound to, it is enormously important that the financial position of this great branch of national education should be put on a sound basis. The accounts of the University Colleges of Cork, Dublin, and Galway are not given—they are published in a separate House of Commons paper (No. 31 of 1921).

Even without these statistical tables the report is a store of helpful information on a variety of features of university work—lists of faculties, degrees, cost of living for students, cost of courses, remuneration of teaching staff and their tenure, social life, research, to mention a few. The paragraphs under "Local Support"—in some cases *nil*—are likely to become more important in the near future. State aid may come to depend on rate aid and self help, as in Wales, more intimately than it does now. The setting out of university areas, as the committee said in their report, is not an impossible ideal. It is already in the field of practical university politics.

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## ASSOCIATION NEWS.

**The Teachers Council.**

The election of the Council for the triennial period beginning on the 1st July, 1921, is now proceeding, and a number of appointing bodies have made nominations. So far the changes are not numerous and are mainly due either to the desire of members to retire or to the fact that they are no longer engaged in teaching. This latter circumstance is not in itself a disability, since the appointing body may elect a representative who has retired from active teaching, but some appointing bodies prefer that their representative shall be one of their active members. Principal Ernest Barker succeeds Sir Gregory Foster as the representative of the Senate of the University of London. Miss O. A. Aston, of Liverpool, succeeds Miss E. Phillips as the representative of the National Federation of Class Teachers, and Mr. C. W. Crook succeeds Mr. Alfred Flavell as one of the representatives of the National Union of Teachers. The list, however, is not yet complete, and cannot be made known before the end of June.

Some misunderstanding has been caused by the fact that on the Register Entry which is sent to applicants who have been accepted for admission the record of experience includes schools which have not been formally accepted by the Council for registration purposes. It was originally decided that the record should be as complete as possible, but there are many cases in which applicants have been accepted on the ground that they have satisfied the prescribed condition of five or three years' experience. In such cases it has not been necessary to make enquiries into other schools, and the Council has never taken the view that it is directly concerned to inspect schools, since it holds that this duty properly belongs to the administrative authorities. For its own purposes the Council has made enquiries concerning schools where no official information was obtainable, and where it has accepted such schools for registration purposes service in the school concerned is held by the Board of Education to rank as qualifying service under the Superannuation Act. It must not be assumed, however, that because a school is named on a Register Entry that it has been formally considered and accepted by the Council, and is therefore one in which service ranks as qualifying.

**The Teachers' Guild.**

On the 24th June, at eight o'clock, an important general meeting of the Teachers' Guild is to be held for the purpose of discussing a proposal to enlarge the basis of the Guild's operations and to indicate the nature of the change by an alteration in the title of the body, which it is proposed to call "The Education Guild of Great Britain and Ireland." Although there is a natural reluctance in some quarters to change the name which has honourable associations extending over thirty-five years, it is felt to be important that the actual nature of the Guild should be more closely indicated in its name. It is well known that it has never restricted its membership to teachers, but has welcomed all who are interested in education, and one result of the suggested change might be a great development of the Guild's work as a focussing point for the efforts of all who are anxious to maintain and develop an instructed public opinion in all that relates to education.

**Incorporated Society of Musicians.**

It is gratifying to be able to record that there has recently been a great increase in the membership of this Society, which has the special distinction of being open to all musicians—composers, performers, and teachers.

## EDUCATION AT WESTMINSTER.

## RECOGNISED SERVICE.

**Mr. Rawlinson** asked the President of the Board of Education whether his attention had been called to the case of Miss Kitchener, now applying for a pension under the Act of 1918, who had served consecutively as a teacher in the Bury High School for sixteen years and in the Bury Grammar School for nineteen years; whether, at present, the Board had declined to recognise for pension purposes the first of those periods on the ground that the Bury High School is not the same school as the Bury Grammar School because it was transferred to the Bury Grammar School Foundation by sale in 1900, although the staff, the methods, and efficiency of the school were unaltered; and, if this is so, whether having regard to the large number of schools and teachers affected by this decision, he will consent to receive a deputation upon the matter?

**Mr. Fisher**: I am aware of the facts of this case. Miss Kitchener's service in the Bury High School admittedly cannot be treated as recognised service unless the Bury High School is the same school as the existing girls' school of the Bury Grammar School Foundation. The Board were unable, after very careful consideration, to adopt that view, and accordingly the service in the High School was not recognised. The hon. member will appreciate that the questions involved are questions of very great difficulty on which opinions may differ; but generally speaking, I do not think it can be suggested that the Board of Education have adopted a view of the section which is illiberal to teachers. Each case has to be considered on its particular facts, and no two cases are precisely the same. The decision in Miss Kitchener's case, therefore, does not necessarily govern any other case, and I do not think that any considerable number of teachers are dissatisfied with the interpretation which the Board have put upon the Act in this connection. It does not appear to me that any useful purpose would be served by receiving a deputation on the subject.

## SECONDARY SALARIES.

**Mr. Spoor** asked the President of the Board of Education whether he was aware that a number of education authorities have repudiated the agreement come to by the Burnham Committee with regard to salaries in secondary schools; and what steps he proposes to take in order to see that these authorities honour this compact.

**Mr. Fisher**: I have no information to this effect. While I hope that local education authorities will act upon the agreement made by the representatives of their associations on the committee with the representatives of the associations of teachers, I cannot say that by accepting my invitation to join in the establishment of the committee they placed me in a position to require them to act upon the committee's recommendations.

## EDUCATION GRANTS.

**Mr. Cowan** asked the President of the Board of Education whether he could state the total amount of grants to education authorities for elementary and secondary education, respectively, in the standard year 1913-14, and also the corresponding amounts for the last year for which statistics were available.

**Mr. Fisher**: The grants paid by the Board of Education to local education authorities in England and Wales were as follows:—

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## SCHOOLS, COLLEGES AND UNIVERSITIES.

Presentation Day at **London** last month (May 5th) was a more than usually interesting ceremony, for the Prince of Wales attended for the purpose of receiving two honorary degrees—Master of Commerce and Doctor of Science. The procession of graduates filed past to receive degrees for two hours, and at the close of the ceremony the Vice-Chancellor said that the King and Queen had, until that day, been the only living honorary graduates of the University.

**Cambridge** has not yet finished with the "Women's Admission" question. The Council of the Senate has issued a report on the memorials addressed to it, and proposes that statutes embodying their respective recommendations shall be voted on simultaneously at a Congregation during the present term. One scheme makes women members of the University with right to same degrees, professorships, prizes, and memberships of boards and syndicates as men. But they are not to be members of the Senate, Electoral Roll, or Council of the Senate. These proposals are supported by 187 members of the Senate. A second scheme advocates the conferring of titular degrees only on duly qualified women, and the Master of St. John's and others pointed out that the proposals under the first scheme will give women more effective control over men's education than membership of the Senate would confer.

**Continuation Schools.**

An interesting problem has arisen in **Kent**. The Board of Education have informed the authority that they are not prepared to appoint a day for the operation of Section 10 of the 1918 Act for any part of the area, and they do not feel justified in considering proposals for the purchase of premises for junior institutes. The difficulty is therefore this: While young persons resident in certain areas adjoining London are employed in London and not required to attend day continuation schools, those resident in other areas are so required; and it seems that employers are giving preference to juveniles living in areas whose authorities have not adopted a continuation school scheme. Questions have been addressed to the Board and to the L.C.C. asking what action they propose to take.

**Liverpool** and **Manchester** have their trouble, too. In Liverpool it is temperance. In Manchester it is child labour, and on both the City Councils are unable to see eye to eye with their respective Education Committees. The Liverpool Education Committee passed a resolution directing teachers to give instruction in temperance on the lines of the Board's syllabus of "Hygiene of Food and Drink." Alderman Burgess opposed this, and argued that the syllabus expressed the views of extremists, and was "a tissue of misleading statements." He carried an amendment giving freedom to teachers in arranging their lessons. It was carried by 55 to 33 votes.

The **Manchester** Education Committee adhere to "No-before-school-child-employment." Their decision was defeated by a 49 to 41 vote of the City Council. The Labour councillors are opposed to child labour before school. Some head teachers interviewed by Councillor Woollam have expressed the opinion that assuming a proper amount of sleep, early morning work was not harmful. The Deputy Town Clerk's statement that the last word on the City Council's bye-laws on the employment of children rested with the Board of Education is surely wrong. The local education authority makes bye-laws, under the Employment of Children Act, 1903, as amended by the Education Act, 1918, but they require confirmation of a Secretary of State.

## PERSONAL NOTES.

**Mr. G. H. Powell.**

Mr. G. H. Powell, the president of the National Union of Teachers, has been adopted as the prospective Parliamentary candidate of the Western division of Nottingham, the constituency which Sir James Yoxall represented in Parliament from 1895 to 1918.

**Dr. G. C. Allen.**

The Rev. Dr. G. C. Allen, headmaster of Cranleigh School from 1892 to 1908, died recently at Higham Vicarage, Kent. He was educated at St. John's College, Cambridge, and became a master at Wellington College and at Dulwich College.

**Professor E. J. Mills.**

Edmund James Mills, Emeritus Professor of Technical Chemistry at the Glasgow Royal Technical College, the son of Charles F. Mills, died at home in West Acton, aged 81 years.

He was educated at the Cheltenham Grammar School and the School of Mines. He was connected with the teaching of chemistry in Glasgow University for many years, and was a Fellow of the Royal Society.

**Professor Ramsay Muir.**

Professor Ramsay Muir has resigned the Chair of Modern History at Manchester University in order to devote himself to writing. The Council expressed by resolution their high appreciation of Professor Muir's services.

**Miss L. Brough.**

Miss Louisa Brough, the first secretary to the Association of Head Mistresses, died recently. Born in 1838 in Monmouthshire, she was the youngest but one of the seven children of Barnabas Brough and Frances Whiteside, who were ruined by the Chartist rising.

Shortly after the family came to London Louisa helped in her sister's school, then taught as a private governess and at Miss Woodham's preparatory school in Somerset Street. Family troubles came, and Miss Brough successfully undertook large responsibilities on behalf of her relatives.

**Mr. C. W. Moule.**

The death is announced of Mr. C. W. Moule, president of Corpus Christi College, Cambridge, aged 87 years.

Charles Walter Moule, the son of the Rev. H. Moule, a well-known Dorset Vicar, was educated at Corpus Christi College, Cambridge, and was bracketted with three others as senior classic. For a time he was an assistant master at Marlborough under Dr. Bradley, but in a few years he renewed his connection with Corpus, which lasted until his death. He was lecturer, tutor, librarian, and examiner in the tripos.

**Miss E. C. Lodge.**

Miss Eleanor C. Lodge, vice-principal of Lady Margaret Hall, Oxford, has been appointed principal of Westfield College, University of London, in succession to Miss Philpotts, who is to be the new mistress of Girton.

Miss Lodge, who is a sister of Sir Oliver Lodge, was educated at Lady Margaret Hall, Oxford. She is a member of the Delegacy for Women Students, also of the Oxford Diocesan Conference, and has taken a great interest in the Workers' Educational Association. Her writings are mainly historical.

**Mr. A. Comfort.**

Mr. A. Comfort, who is on the Staff of Heath Grammar School, Halifax, has had two wood-engravings, "Life's Eventide" and "Man's Work," accepted and hung at the Royal Academy this year. As it is a rule that not more than three works by one artist are accepted, the honour done to Mr. Comfort is of the highest. Moreover, it is claimed that he is the last of the old English school of wood-engravers still practising.

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## NEWS ITEMS.

**Cheap Fares for School Outings.**

Mr. Howard Gritten, M.P., has received a letter from Sir Eric Geddes stating that definite instructions have now been issued to the railway companies for cheap excursions for "organised parties of juveniles of a minimum number equivalent to thirty adult fares travelling for day outings."

Attendants (one to be allowed for every ten juveniles) and juveniles between sixteen and eighteen years of age will pay the current ordinary single fares for the return journey, with a minimum fare of 7d. Juveniles under sixteen years of age will pay half the current ordinary single fare for the return journey, with a minimum fare of 4d.

**Gift to Liverpool.**

Mr. C. S. Jones, a Liverpool shipowner, has presented to the University a completely equipped building, costing £30,000, in which post-graduate students and others will be prepared for the teaching profession.

Three roomy houses in Abercromby Square have been adapted for the accommodation of 150 students; about half this number are already in residence.

The new buildings were formally presented to the University, when an appropriate address was delivered by Dr. M. R. James, Provost of Eton College.

**Wild Children in America.**

Two young women on a walking tour discovered a family of seven wild human beings in the woods of New Jersey.

Three children, clothed in rags, fled at the approach of the strangers to a tumble-down shack.

A school attendance officer who went to investigate was greeted by a wild man armed with a club who could barely talk. Neither the wife nor children could express themselves in words.

The local authorities have fined the man for not sending his children to school, but as he was quite ignorant of such things as schools or money a difficult situation has arisen.

**A Scholarship Question.**

Question number 7 of the English paper set for the preliminary examination for admission into Sheffield Secondary Schools was:

"In Sheffield many words are used in speaking which are seldom printed or written and never used by your teacher in class. Write down as many such words as you can remember, and give, if you can, a word your teacher would probably use if he meant the same thing."

**Games for Girls.**

Many well-known headmistresses are of opinion that in properly conducted girls' schools evil seldom results from overstrain due to excessive exertion, because the games are properly organised and carefully supervised, while both the gymnastic mistress and the medical officer are constantly on the watch to detect adverse symptoms in individual cases.

**National Union of Students.**

At a conference at Birmingham it was decided to form a National Union of Students of English Universities and Colleges to be linked up to the students' unions of the Continent and the International Students' Confederation. It will promote exchanges of students, vacation courses, interchange of correspondence, of books and periodicals, and international movements of an educational nature. It is proposed that a central office shall be set up and a permanent secretary appointed to act for the National Union and the Inter-Varsity Association.

## LETTER TO THE EDITOR.

**Mid-day Classes in Liverpool.**

To the Editor of THE EDUCATIONAL TIMES.

Dear Sir,—Referring to the paragraph headed "What Manchester does To-day" appearing in the column devoted to "Schools, Colleges, and Universities" in the May issue of THE EDUCATIONAL TIMES, may I suggest that the "new note in hustle" is only an echo of one struck in Liverpool as far back as 1901. Mid-day Language Classes have constituted an outstanding feature of the educational facilities of the City during the past twenty-one years, many thousands of students having passed through them during that period.

I feel sure you would wish to correct in your next issue the wrong impression the paragraph referred to may have made. Apparently education in Liverpool has passed the "humming" stage!—Yours faithfully,

C. W. MURPHY,  
Clerk in charge of Technical and Commercial  
Education Dept.

Education Committee,  
14, Sir Thomas Street, Liverpool,  
12th May, 1921.

[Our correspondent's correction is authoritative and welcome. We regret the temporary lapse which caused us to ignore the honourable rivalry between these Lancashire cities, and led us to forget that whatever Manchester does well Liverpool does better—and *vice versa*.—Editor, *Ed. T.*]

## PUBLISHERS' ANNOUNCEMENTS.

**DENT'S KING'S TREASURIES.**

Messrs. Dent have just added 25 new volumes to this series of reprints of standard and modern literature, which now contains 76 volumes. The series was originally prepared for educational use, but the general public have found many of the books attractive and useful, especially those containing selections from modern authors. Among the volumes of this kind contained in the new issue are a volume of short stories by "Q," a Hugh Walpole anthology, "Story and Rhyme," an anthology from the writings of Walter de la Mare, and a "Book of Ships and Seamen," which contains a long introduction by "Q," as well as extracts from a large number of present day poets and prose writers. Mr. Guy Pocock, the editor of the popular "Modern Poetry" in this series, has edited "Ballads and Ballad Poems." There is also a book of "Stories from Hakluyt," containing a selection from the Elizabethan voyages, edited by Dr. Richard Wilson; and Mr. Edward Step, the well known naturalist, has prepared a "White's Selborne," from which he has omitted the antiquities and arranged and annotated the letters dealing with the natural history; otherwise the little volume is quite complete.

Messrs. G. P. Putnam's Sons, Ltd., are shortly publishing a book on "Phonoscript," a new method of the Phonetic Teaching of English Pronunciation, by Alfred E. Hayes, the General Secretary of the English Speaking Union. This system, by which it has been proved that reading can be taught in less than three months, was recently the subject of a discussion before the Royal Society of Arts, where Mr. Hayes read a paper and scholars from the Infant Department of a London Elementary School were present for demonstration purposes.

The Cambridge University Press will publish shortly "Selections from the Georgics," edited by Dr. John Masson, author of "Lucretius, Epicurean and Poet." The volume will contain notes, a vocabulary, and an introduction dealing with the poem in its relation to the history of the time and taking full account of all the latest research, especially by British scholars, regarding Virgil's earlier works. Professor Grierson, of the University of Edinburgh, has strongly recommended the book as specially meeting the needs of Honours students of English Literature.

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For the information of our readers short notices concerning the Vacation Courses to be held during the Summer Holidays are appended :—

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- Association for the Reform of Latin Teaching**, at Cambridge from August 5th to 13th. Apply to N. O.P. arry, Esq., 4, Church Street, Durham.
- Association of Teachers of Speech Training**, at Stratford-on-Avon, from July 29th to August 13th. To be followed by a School of Drama arranged by the **Central School of Speech Training and Dramatic Art**, from August 15th to 27th. Apply for both schools to the Registrar, Central School of Speech Training, Royal Albert Hall, S.W. 7.
- The Dalcroze School of Eurhythmics**, at Oxford. Apply to the Dalcroze School of Eurhythmics, 23, Store Street, W.C. 1
- Department for the Training of Teachers**, at Oxford, from August 3rd to 30th. Apply to the Director of Training, 22, St. John Street, Oxford.
- Educational Handwork Association**, at Scarborough, Southport, St. Anne's-on-Sea, Falmouth, and Brecon, from July 25th to August 20th. Apply to J. Tipping, Esq., 35, Lower Rushton Road, Bradford.
- Folk Dance Society**, at Cheltenham, from July 30th to August 20th, or a shorter period. Apply to the Secretary, English Folk Dance Society, 7, Sicilian Avenue, W.C. 1.
- Froebel Society**, for teachers of junior pupils, at Queenwood, Eastbourne. Apply to Miss Ostle, Secretary, Froebel Society, Bloomsbury Square, W.C. 1.
- Geographical Association**, school for open-air work in Geography, Botany, Geology and kindred subjects, in Snowdonia (from August 13th to 27th), and in the Vale of Chamonix (from July 28th to August 11th). Apply to H. V. Davis, Esq., Wistaston, Crewe. (Stamped addressed envelope.)
- Glamorgan Summer School**, at the Training College, Barry, from August 1st to 27th. Apply to Chief Education Official, Glamorgan County Hall, Cardiff.
- Institute for Higher Education**, at Florence, for the study of the Italian language, literature and scientific culture. Apply to Il Segretario, Corsi Estivi per Stranieri, Istituto di Studi Superiori, Piazza San Marco, 2, Florence, Italy.
- International Guild**, at 6, Rue de la Sorbonne, Paris, during July and August, for the study of French language and literature.
- Kensington High School.**—Music Training Course at the High School for Girls, Oxford, August 12th to 25th. Apply : Miss Home, Kensington High School, St. Alban's Road, W. 8.
- Liverpool University**, a school of Spanish from July 28th to August 13th. Apply to the Director of the Summer School of Spanish, The University, Liverpool.
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- North Wales Counties Training College**, Bangor, for all subjects. Apply to the Principal, Normal College, Bangor. Course lasts from July 30th to August 20th.
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- Tonic Sol-fa College.**—Music Course at Earlham Hall, Forest Gate E. 7, July 19th to August 11th. Apply, Secretary, Tonic Sol-fa College, 26, Bloomsbury Square, W.C. 1.
- University Correspondence College**, at Burlington House, Cambridge, from August 2nd to 30th. Apply to the Secretary, Burlington House, Cambridge. Classes will be held in preparation for the B.A. degree.
- University of Cambridge**, a course in Modern Languages at Cambridge, from July 29th to August 16th. Apply to the Rev. Dr. Cranage, Syndicate Buildings, Cambridge.
- University of Grenoble**, a course in French language and literature, from July 1st to October 31st, or shorter periods. Apply to the University of Grenoble, France.
- University of Lausanne.**—Courses for foreigners from July 25th to August 26th. Apply to M. le Directeur, des Cours des Vacances, Secretariat de l'Universite, Lausanne.
- University of London.**—A course for foreigners at Bedford College, from July 22nd to August 18th. Apply to the Registrar, Extension Board, University of London, S.W. 7.
- University of Rennes.**—Course in French at St. Malo, from August 1st to 31st. Apply to Bureau des Renseignements. Faculté des Lettres, Rennes, France.
- Unity Summer School**, at Woodbrooke Settlement, Selly Oak, Birmingham, from July 30th to August 8th. Course on Relations between Advanced and Less Progressive Peoples. Apply to Mr. E. Gilbert, 78, Mutley Plain, Plymouth.
- Uplands Association**, at Hill Farm, Stockbury, Kent, from July 29th to August 13th. Apply to the Secretary, Hill Farm, Stockbury, Kent.

*The Board of Education has issued Lists of Summer Schools at home and abroad. These may be obtained through a newsagent or direct from H.M. Stationery Office, Kingsway, London, W.C.2.*

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## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### Rhythm, Music and Education.

I have been reading with much interest a book published under the above title by Messrs. Chatto and Windus. The cost is 15s. net and the volume is illustrated by some very striking reproductions of photographs. The author of the book is M. Emile Jaques-Dalcroze, who is well known as the originator of Eurhythmics. Sir William Hadow, in an interesting introduction, says of M. Dalcroze: "He has done more than any man living for the study of rhythmic beauty," and even the most casual reader of this volume will discover signs of a deep sense of beauty, high skill in music and rare gifts as a teacher. I venture to doubt whether Eurhythmics can possibly do all that is sometimes claimed on its behalf. While it is true that bodily movement may and should be used to deepen and fortify mental impressions, such use appears to me to be properly limited to the earlier stages of musical training. An art cannot subsist on physical expression alone. There must be a solid background of intellectual effort, and as the individual's skill develops the relative importance of the physical element becomes less and less. The value of the work done by M. Dalcroze is in no way disparaged by the foregoing suggestions. He has succeeded beyond any other of our time in making men and women aware of the importance of rhythm in the training of children. He has developed remarkable skill in teaching, and in his book he shows to the discerning eye many of the secrets of his success. His work deserves the careful attention of all teachers whether they are concerned with music or with other subjects. Especially will those who are interested in school drama find matter for consideration in many valuable suggestions for the right staging and performance of plays. It is interesting to find that our author holds that the movements of English children "are not restrained by any of the inhibitions encountered so commonly among the Slav and Latin peoples. They have none of the muscular stiffness or mental dulness of the German, and are free from nervous and intellectual weakness, possessing a highly flexible corporal mechanism and a very special capacity for plastic and rhythmic expression." This judgment is based upon comparison between the children of many lands, and it should encourage English teachers to discard the belief that our children are by nature stockish and dull in dramatic representation. It is true that the English public school boy is often somewhat wooden when he is called upon to take part in a school play, but the reason for this is generally to be found in the assumption which prevails as to his want of capacity. Experience has shown that English children can be taught by the Eurhythmic method not only to dance beautifully, but also to act with grace and intelligence, and the resourceful teacher finds it possible to apply the Eurhythmic principle in other subjects besides music and physical training. There are, for example, schools in which the method is used most ingeniously in connection with the study of grammar, while a more obvious use is found in connection with recitation individually and in chorus. I find it easy to forgive M. Jaques-Dalcroze for his enthusiasm, since his book contains so much of stimulating and suggestive thought on education and art in general. As the essays were written at various times and are now arranged in chronological order it is possible to trace the development of his thought and to select those parts which are applicable to our own circumstances. Concerning English music one passage is worth quoting in conclusion: "Music is too commonly regarded, in social circles, as a mere accomplishment, and its cultivation in schools and private musical academies is largely superficial and conventional."

SILAS BIRCH.

### REVIEWS.

#### Education.

THE MODERN TEACHER: by various authors. Editor, A. Watson Bain. (Methuen and Co. 10s. 6d. net.)

The division of labour in teaching is now carried so far that it is impossible for any one writer to take the whole curriculum to his province; so we have a series of books such as P. A. Barnett's "Teaching and Organisation" and Adams's "The New Teaching," in which the various subjects are handed over to specialists for treatment. Mr. Watson Bain is to be congratulated on the team he has gathered, and the work it has produced. He himself keeps judiciously in the background and lets his contributors speak for themselves. There is no indication of any principle of co-ordinating the work. Each contributor appears to be left to his own devices, which is, after all, not a bad thing. A general criticism might be that the writers on the whole pay too much attention to the subject matter in comparison with the methods of teaching it. Indeed, the reader is amused to note how each writer puts himself on the defensive with regard to his subject. Classics are now accustomed to the defensive attitude. Geography is just emerging into a position of safety in the curriculum. History is rather better established, and its representative here is inclined to be on the offensive and carry the war into the enemy's country. Mathematics has a firm footing, and Mr. Lucy is concerned mainly with the newer methods and values. The Headmaster of Oundle, who represents Science, is definitely belligerent; but he is an all-round man who sees both sides of most questions, and will no doubt welcome Prof. Hjort's recent sketch on the Unity of Science.

The contributors fall into the two classes, the professors and the headmasters. One would naturally expect the professors to be keener on the subject matter than the others, but in point of fact they show themselves to be greatly interested in the school aspects of their subjects. Professor Ritchie takes a bias of his own and looks at things mainly from the point of view of an examiner. Most of his information about schools appears to be derived from visits in this capacity. It is an advantage to have matters viewed at this particular angle, for it takes all sorts of critics to make a satisfactory volume of criticism. Prof. Fleure is an enthusiast on maps, but he, too, appears to be familiar with the insides of schools. Among his suggestions is an increased attention to the relation between literature and geographical conditions. Prof. Hearnshaw's contribution is perhaps the most readable in the volume. He has no doubts about the importance of his subject, but he writes so persuasively that one does not feel called upon to challenge his estimate. It is clear, however, that he is not sound on what he calls the "antique facultative division"; but though it is evident that in his heart he really believes in formal training, it is to his credit that he knows all about formal training, a knowledge that is far from common among university professors.

English gets two papers: one by Mr. Greening Lamborn, on English Literature, which is inspiring, if a little ecstatic; and one on English Composition, in which Mr. Guy Kendall shows his usual keen, critical, and well-balanced judgment. The two contributions supplement each other; both are necessary, both are valuable. A peculiarity in the treatment of this subject is the reversion to anthologies in English reading. The book of extracts was for a while vigorously attacked, and was in fact supposed to be dead; but not only does Mr. Kendall recommend this style of book, but Prof. Ritchie, speaking from the standpoint of a teacher of French, recommends books of extracts, provided that the passages are long enough to avoid "scrapiness," and tells us that the man who first used the term "snippets" in a derogatory sense did harm to the true interests of French reading among English school pupils. In the study of language, a new light is thrown in these pages upon the relation between reading and writing. There appears now to be a general impression that of late years too much attention has been paid to the essay and to formal composition in general. In dealing with the classics, Mr. Geo. Smith, of Dulwich School, tells us that too much time appears to be given to writing in the foreign language, and Bishop Temple leaves for a moment his dignified treatment of religion and morals to suggest that Latin prose has been getting more than its fair share of attention.

(Continued on page 294.)

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(Continued on page 296.)

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But the book as a whole should find a ready welcome from both teachers and scholars, for here is no "stodge," but every chapter is marked by an engaging freshness which cannot fail to appeal.

**Music.**

A HANDBOOK OF ORCHESTRATION: by Florence Fidler. (Kegan, Paul and Co. 4s. 6d.)

Although proceeding upon well-worn lines, and presenting nothing very fresh, this little book is very practical. There is no pretence to the high-flown literary style of Berlioz, the information being conveyed in a series of hints. These latter are very comprehensive, and although there are few instructions as to orchestral uses of the most modern type, the work contains a good deal that will be of value to the beginner.

DICTIONARY OF MUSICAL COMPOSITIONS AND COMPOSERS: Quarry. (Kegan, Paul and Co. 5s.)

A kind of ready reference book, in which the titles of a very large number of compositions are given in alphabetical order;

this even extends to the more famous airs from operas and oratorios. The weak spot is that works that have no special title are not (and cannot well) be included. Thus, whereas Beethoven's "Emperor" Concerto is mentioned, the others are not. But it is useful to be able to look up an aria and to find from what work it comes and by whom it was composed. There are some pages of biographical notes, a fairly comprehensive chronological table of the principal composers of the last four centuries, grouped under the heading of nationality, and a section devoted to bibliography. Altogether there is much information compressed into a small compass.

**General.****NEW LIGHT ON CONSUMPTION.**

Mr. Arthur Lovell has published, through J. W. Williams and the agency of Simpkin, Marshall and Co., an interesting brochure on consumption. He holds that the basis of cure is a larger supply of oxygen, but that the "open-air cure" is not in itself enough. It needs to be supplemented by the practice of inhaling more air. The method of breathing which is suggested commends itself on grounds of common sense, and in his concluding chapter Mr. Lovell offers an outline plan for a State Sanatorium in which the problem of consumption could be thoroughly explored, the results being published. Afterwards it would be possible to train medical officers and nurses to carry out the approved treatment. The book has many sensible counsels based on the author's prolonged study of the subject of breathing and nasal congestion.

**SUMMER SCHOOLS OF 1921.****HOLIDAY COURSES FOR INSTRUCTION IN MODERN LANGUAGES.**

The Board of Education have just published a list of 24 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 such 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 Basle, Geneva, Lausanne, and Neuchâtel; one in Spain, at Madrid; three in London; one in Liverpool; one in Italy, at Florence; and the rest in France, at Bagnères-de-Bigorre, Besançon, Boulogne, Dieppe, Dijon, Grenoble, Ceen, Lisieux, Nancy, Paris, Saint-Malo, Strasbourg, and Tours. The table published by the Board of Education gives the dates 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 4d.) can be obtained direct from H.M. Stationery Office, Imperial House, Kingsway, London, W.C. 2, or through any bookseller. From the same source and at the same price may be obtained a table of summer courses in England and Wales.

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**PUBLICATIONS RECEIVED,  
AND SHORT NOTICES.**

*(A short notice may be followed by a longer review in a later issue.)*

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- The American University. An Australian View : by E. R. Holme. 7s. 6d.  
Sonnets of Shakespeare's Ghost : by Gregory Thornton. 3s. 6d.  
Little Ragged Blossom : by May Gibbs. 6s.  
The First Aeroplane Voyage from England to Australia : by Sir Ross Smith, illustrated by numerous photographs. 2s. 6d.

G. W. BACON AND CO.

- Bacon's Physical Atlas. The Map and its Story. 2s. 6d.  
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- Fermat's Last Theorem. Proofs by Elementary Algebra : by M. Cashmore. 2s. 6d.  
A First Course in Statistics : by D. Caradog Jones, M.A. 15s.  
Elementary Algebra, Part II : by C. V. Durell, M.A., and R. M. Wright, M.A. 5s. 6d.

CAMBRIDGE UNIVERSITY PRESS.

- Cambridge County Geographies. Yorkshire, West Riding : by Bernard Hobson. 3s. 6d. net.  
Cambridge Geographical Readers. Western Europe : edited by G. F. Bosworth. 4s. 6d.  
The Study of Geological Maps : by Gertrude L. Elles, D.Sc. 12s.  
Maps, their History, Characteristics and Uses : by Sir Herbert George Fordham. 7s. 6d.

JONATHAN CAPE AND COMPANY.

- This Simian World : by Clarence Day, Junr. 5s.

CASSELL AND COMPANY.

- The Salvaging of Civilisation : by H. G. Wells. 7s. 6d.

W. AND R. CHAMBERS.

- Eric : or Little by Little : by Frederic W. Farrar. 2s.  
Girls' Arithmetic—Book IV. 6d.  
Book V. 7d.  
Book VI. 7d.  
The Story of Odysseus : re-told by Theodora Wilson Wilson. 1s. 6d.  
The Boys' and Girls' Book of the Wild. Adapted from Snapshots of the Wild : by F. St. Mars. 1s. 6d.

CLARENDON PRESS.

- Charles Lamb's Prose and Poetry : with Essays by Hazlitt and De Quincey. 3s. 6d.  
William Wordsworth's Poetry and Prose : with Essays by Hazlitt, Coleridge and De Quincey. 3s. 6d.  
Ivanhoe : by Sir Walter Scott : edited by F. A. Cavenagh. 4s. 6d.  
Oxford Plain Text Shakespeare. The Taming of the Shrew. 1s. 3d.  
Sallust. The Jugurthine War. Partly in the original and partly in translation : edited by H. E. Butler. 1s. 3d.  
Caesar, Books VI and VII of the Gallic War. Partly in the original and partly in translation : edited by R. W. Livingstone and C. E. Freeman. 3s. 6d.

COLLINS CLEAR TYPE PRESS.

- The Industrial State. A Social and Economic History of England : by M. D. Stocks. 4s.  
Elementary Book-keeping : by H. W. Houghton. 4s.  
A Social and Industrial History of England—Before the Industrial Revolution : by M. Dormer Harris. 4s.

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Life of Venizelos : by S. B. Chester. 21s.  
Impressions and Comments. Second Series : 1914-1920 : by Havelock Ellis. 12s.

J. CURWEN AND SONS.

- Music : What it Means and How to Understand it : by Leigh Henry. 2s. 6d.  
Susie Pays a Visit. A Play for Children : by Kitty Barne. 1s.  
The Ginger Beer Party. A Sing-Song for Wolf Cubs : by Chas. W. Emlyn and H. Blatch. 1s. 6d.  
The Lullaby Train. A Children's Song : words by Jean Hunt, music by H. E. Hunt. 2s.

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  7. Macaulay's Essay on John Hampden : edited by R. T. Lees.
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  9. Reading from George Borrow : edited by S. A. Richards.
  10. The Story of Jesus Christ : arranged by I. W. Hutchison.
  11. Parables from Nature, by Mrs. Gatty, edited by A. E. White.
  12. Longfellow's "Tales of a Wayside Inn" : edited by L. J. Stewart.
  13. Defoe's "Robinson Crusoe" : Part I.
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  15. The Natural History of Selborne, by Gilbert White : edited by Edward Step.
  16. Stories from Hakluyt : edited by R. Wilson.
  17. Form-Room Plays (Senior) : compiled by Evelyn Smith.
  18. Gibbon's "Story of Constantinople" : edited by F. W. Tickner.
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- Los Amantes de Teruel : by Juan Eugenio Hartzenbusch, with notes by G. W. Umphrey. 3s. (Published in London by G. G. Harrap.)

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- The Rhythmic Dance Book : by Margaret Einert. 4s. 6d.

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## PERIODICALS, ETC., RECEIVED.

The Journal of Geography. April, 1921.  
 The World Association. Bulletin VII. Adult Education in  
 China. 1s.  
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 The Collegian and Progress of India. March, 1921.  
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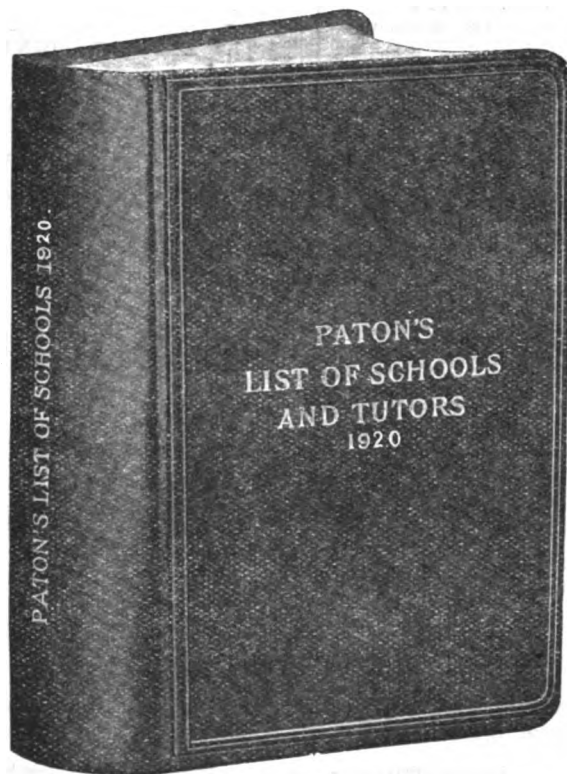
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APPROVAL No. 261.

REG. No. 1424, LONDON.

The ANNUAL GENERAL MEETING will be held at the Offices of the Society, 10, Mecklenberg Square, London, W.C. 1, on Wednesday, 8th June, 1921, at 6 p.m.

### BUSINESS:

Report of State Section for 1920 and Audited Accounts for 1919.  
Additional Benefits as sanctioned by the Ministry of Health.  
Election of Chairman, Vice-Chairman, and Committee of Management.  
Report and Audited Accounts for 1920 of Dividend Section.  
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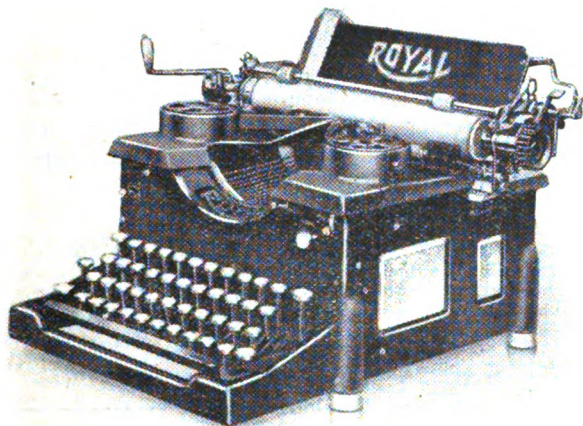
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## NOTES AND COMMENTS.

### Wreckage.

Surely the time has come when Mr. Fisher's friends, who are many, should exhort him to make some show of resistance to the tide which is making a virtual wreck of his education policy. The difficulties which beset a politician who is unequally yoked with reactionaries are well known, but Mr. Fisher is something other and more than a politician. A firm stand six months ago, when the enemies of education first became vocal, would have won for him the respect and active support of the great majority of his fellow citizens against the comparatively small class of shortsighted people who shout "Anti-Waste!" and press for the abandonment of the schemes of social reform which were so glibly promised when recruits were wanted for the Army. As things are, the President of the Board of Education seems to wait for orders from the Chancellor of the Exchequer, and to be ready, with all the meekness of a party hack, to gloss over the most flagrant contradictions of policy and to find excuses for any breach of faith, however gross. If the inner history of the Burnham Committees could be published we should learn in detail how the terms of a bargain may be flouted even by those who, in their official capacity, have to enjoin teachers to train boys and girls in straightforward conduct.

### The "Supreme Test."

Turning to the Report of the Board of Education for the year 1917-1918 we find these words: "In the work of reconstruction, in the realisation of our hopes and aspirations for better living, the influence of education is the most fundamental, the most fruitful, the most permanent." After referring to the passing of the Education Act and the School Teachers (Superannuation) Act, the Report continues: "We believe that in the true sense of the term these measures are popular. The supreme test of legislation, however, lies not in the intention but in the accomplishment, and in the last resort it rests with the nation to determine whether the spirit in which these Acts were designed shall continue to govern their operation. We have many difficulties in front of us, and those who labour in the public service of education will have need of all the skill, courage and perseverance they can command. Their success depends on the unflagging and generous support of the nation."

While it is certainly true that the test of legislation is not the existence of an Act but its operation, we find the President of the Board content to declare recently that the Education Act is the law of the land and that it will remain the law so long as he remains at the Board. This is not the test nor is it the accomplishment contemplated when the Act was passed. The core of the measure was the Day Continuation School. How many authorities have established one? It is difficult to comprehend the sort of parental pride which is content to see an infant fall into a state of coma before it has learned to walk.

### The "Support of the Nation."

It is even more difficult to understand the political philosophy which falls back on the assertion that the success of an enactment depends on "the unflagging and generous support of the nation," and ignores the plain fact that such support is the product of continued effort. Public support is not given to measures which are deserted by their promoters. It is true at all times that "those who labour in the public service of education have need of all the skill, courage and perseverance they can command," but at this time it is difficult to discern any signs of these qualities. It is incredible that any superhuman skill and courage are required in a discussion with the present Chancellor of the Exchequer or his predecessor. The sight of a guardsman in a red tunic proves this, for without any vestige of support from the nation the Minister for War was able to obtain his wish and to spend some hundreds of thousands of pounds on tailoring while the Education Office was meekly assuring local authorities that they need not put the Act of 1918 into operation just yet, and the President of the Board, after being bullied by the Treasury into a drastic and unwarranted revision of the agreements arrived at between local authorities and their teachers, is driven to talk about patriotism, which James Prior called "the resort of desperate men," and Samuel Johnson described in a better-known phrase which need not be quoted.

### The Path of Economy.

The abandonment of education is justified by some on the ground of economy, and it is true enough that the country must cut down its expenditure. It is no less true that the process should be carried out with intelligence and with some regard to comparative values. We are told that a soldier costs £377 a year. The education of a child in a public elementary school costs under £10 a year. Clearly the first item provides a bigger field for economy than does the second. Yet the Treasury issues a circular to all departments ordering a cutting down of one-fifth in the expenditure. With a total blindness to the realities of human nature it declares that the reduction need not be uniform and that a smaller curtailment in one branch may be permitted if it can be offset by a larger one in another. As if any Government Department would seek to save for the benefit of another one. Such heights of altruism are unknown in Whitehall, so that we need expect only a grudging effort at a uniform reduction. The effort deserves to fail, for it is utterly misguided. A rational plan would begin with an examination of the nation's resources and a careful allocation of money to the various needs of the community. No householder would attempt economies by the wooden method of cutting down in the same proportion his expenditure on food, clothing, theatres, books, and holidays. He would begin to economise on superfluities before he removed his boy from school.

### The Need for Effort.

The present drift towards reaction in education calls for the earnest attention of all men and women of patriotic feeling and social insight. Teachers alone can do much, but their efforts are often met by the charge of self-seeking. It is true that the associations of teachers have been compelled to press for a higher scale of salaries, but even this action was good for education, since the old rates of payment were not attracting new teachers, and without teachers we cannot have education. Our present need is for an organisation which shall bring together teachers, and those who desire to help education from the outside, in a united effort to maintain interest in our schools and to develop an instructed public opinion. A promising effort on these lines is to be made by the Teachers' Guild. This body was founded thirty-five years ago, and has always admitted non-teachers to membership. During the war its work has been seriously handicapped, but it is now proposed to re-constitute the Guild as the Education Guild, a title which implies a readiness to admit non-teachers to membership. Under this new title the Guild will aim at founding in all parts of the country local centres of educational interest, with lectures, demonstrations, exhibitions, and social gatherings. A start is to be made on Saturday, the 16th of July, when a garden party will be held in the grounds of Bedford College, Regent's Park, from 2-30 p.m. There will be demonstrations of school work, displays of dancing and gymnastics, music, tea, and the opportunity for helping in a movement which may stop reaction in education. Everybody should attend and bring as many friends as possible.

### The Promotion of the Teacher.

The appointment of Canon David, the distinguished headmaster of Rugby School, to a bishopric comes as a sharp reminder that the teaching profession has no recognised and worthy summits for its eminent members to occupy. One who did not know the facts might suppose that the heads of Universities, or of Oxford and Cambridge Colleges, professors of education, inspectors of schools, and heads of administrative departments in the educational service, were all men and women who had distinguished themselves as teachers. The supposition would be true in regard to some of the holders of these posts, but the exceptions are numerous enough to make an ambitious young schoolmaster perceive that his chance of becoming a bishop is probably greater than the likelihood of his becoming an acknowledged leader in education. It is frequently declared that schoolmasters make good bishops because they have acquired organising ability and an air of authority. Surely these qualities might be used in their own profession and remunerated on a scale commensurate with their value. We do not find schoolmasters being promoted straightway to the Bench as judges, nor are they able to add to the labours of the classroom those of a junior at the Chancery Bar. Why then should the Bench of Bishops be recruited from the ranks of teachers. The thing is possible only because it is assumed to be possible, and even desirable, that a schoolmaster should combine the work of a teacher with that of a curate.

### Teachers in Aided Secondary Schools.

The teachers in certain aided secondary schools in London are placed in an unfortunate position owing to the Treasury restrictions on expenditure. The London County Council appears to have been willing to pay to the schools a grant enabling them to raise the salaries of their teachers to the level of those paid in schools which are maintained by the Council. When Mr. Fisher issued Circular 1190, warning authorities against spending money beyond the estimates for 1920-21, the London Education Committee decided to undertake no outlay beyond that of which the Board consented to pay one-half. The result is that teachers in such schools as the Haberdashers' Schools are penalised in salary, retiring pension and death gratuity, and are driven to look for new openings. There are cases where the staffs of schools which take advanced courses are paid less than the staffs of schools which have no such courses. In justice to the teachers and in the interests of education these anomalies should be removed.

### THE MERMAID.

*My mother was a sunset cloud,  
My sire a storm-reared billow,  
And the sea-bird's cry was my lullaby  
And the tossing wave my pillow.*

*The winds are brothers and sisters to me  
As they wander the wide world o'er—  
And the sound of the sea is the melody  
That my spirit doth adore.*

*The bubbles of foam are the jewels so bright  
That I twine in my flowing hair,  
And the stars are my light, through the  
stormy night,  
And the mist is the cloak that I wear.*

*And I am alone—alone—alone,  
But I know not the meaning of fear ;—  
For the wild wind's moan hath a tender tone  
For those who have ears to hear.*

*I will live my life 'neath the open sky  
And rest on the tossing wave ;  
And if I must die—oh ! what care I ?  
For the ocean will be my grave.*

LINDISFARNE HAMILTON.

## MISTRESSES AND BOARDING SCHOOLS.

By K. FORBES DUNLOP, B.A.

### The Conditions of Work.

When a mistress is offered a teaching post she considers the matter in three lights: she considers the actual work and the conditions under which she must carry it on; the hours of leisure and the opportunities for relaxation afforded; and the possibilities of that service for others which is such an important factor in the life of an earnest teacher of any sort. In this article I propose to consider the teaching life in a private boarding school from these three main points of view.

Throughout the length and breadth of the land we find these large private schools for girls, and almost invariably we find them in the most beautiful situations. The buildings have frequently been specially constructed for the purpose, so that outside the class-rooms stretch the lawns and flower beds—which replace the traffic-thronged streets so often the entourage of the public secondary school. The class-rooms themselves are airy, sunny, and quiet, and as the numbers in such schools are rarely excessive, uncrowded. The fact that the classes are small has many advantages. The strain on the mistress is greatly reduced and she can feel herself in touch with each member of the form. She can see at once who is "following" and who is not; can gain an intimate knowledge of the capabilities of each and all; and—especially is this the case with practical work—personally supervise each effort.

The fact that the classes are small means that "Corrections" do not assume the gigantic proportions to which they swell in some secondary schools. The mistress can therefore give the written work more careful scrutiny and yet find that she need not devote a great proportion of her time to them.

The possibility of almost personal tuition is especially valuable in the "examination forms." These schools frequently send in for the ordinary "Locals," Matriculation, Responsions and University Scholarship Examinations. The work in such schools may be very advanced, and the fact that there are fewer girls to be "coached" makes the work more interesting. The mistress can concentrate on the weak points of each, and the girls, while having all the advantages of a private "coach," have all the pleasure of school life in the way of games and social intercourse. It is not surprising that many girls who win scholarships to the Universities, who sit for "Responsions" and "Little Go," come from the large private schools. The Cobden Prize in Political Economy, presented on the results of the Oxford Local Senior Examination, was won last year by a girl at an Eastbourne boarding school. It is obvious then, that a mistress, anxious for advanced work, could find what she wished in schools of this type.

The fact that the health of the girls is such an important consideration has its practical results on the health of the mistress. She works in fresh, airy rooms; she looks out of the windows over green playing-fields or to the sea; she does not have to strain her voice to make herself heard by a large class, nor does she have to

spend long hours correcting what seem unending piles of exercise books. Her hours of work are not long: lessons are usually over before one o'clock lunch, as the afternoon is given up to games, and the evening to "prep," music lessons and practising. The ordinary form mistress is often free by one o'clock. These healthy conditions of life result in better temper and more vigorous work.

For her labours she is adequately paid: a salary up to £130 a year resident, with laundry, is offered to a qualified and experienced graduate. As boarding school life entails little beyond purely personal expenses, this is equivalent to a much larger one in a non-resident post.

The fact that the school is privately owned frequently results in a wider latitude being given to the subject mistress: she may experiment in teaching; she may try various methods to find the best; be broad in her interpretation of "rules" without being haunted by a lurking fear of that coil of official "red tape," that is ready to tie the hands—and strangle the efforts—of experimentalists in other types of schools.

### The Hours of Leisure.

"All work and no play makes Jack a dull boy"—and all work and no play certainly makes a very dull teacher. The success of a person's work depends to a large extent on the amount of his or her leisure and the use made of it. Especially is this the case in the teaching profession, where the intellectual and physical strain is great during several hours of each day, and mental and physical relaxation are necessary to ensure that healthy vitality which is the greatest asset of the teacher.

In no type of school has a mistress more "free time" than in one of the larger boarding schools. Lessons almost invariably end at one o'clock, as the afternoon is given up to games and the evening to "prep." During the morning she has usually a "free hour" in which she may correct books, prepare lessons, or read the newspapers.

In some schools it is arranged that the mistress has a day "on duty" each week. On that day she takes the girls who are not playing games for a walk—it may be over the Downs or to the sea-shore. This "duty" is by no means strenuous, as it is good to be out in the open, and if she is fond of children the mistress enjoys the chatter of the girls. In the evening of her "duty day" she probably sits with the little ones while they do "prep," and she finds that time most useful in which to do her "corrections" and prepare her lessons for the following day. Where the staff is large, one mistress has only the one "duty day" each week, and on the other afternoons she is free. Probably she has also one Sunday and one Saturday "on charge" during each term.

If she is not "on duty" she is free after lunch. In the summer she has long hours in which to bathe, to golf, to play tennis, to ride far afield on her bicycle. In the winter she has time to enjoy the pleasures of her "library subscription"; to go to concerts or plays; or to study some new subject which appeals to her.

On the staff of a certain well-known school, in the out-of-school hours, one mistress has lessons in wood-carving, another studies Italian, another attends dancing classes, while two are golfing enthusiasts.

The mistresses in large boarding schools frequently live together in a house apart from the actual school, and there they may enjoy one another's companionship, or retire to the privacy of their own rooms as their mood dictates. These houses are well kept and in pretty surroundings, so that the mistress has none of the discomforts of "rooms." Her meals are wholesome and well cooked, and occur at regular intervals. Thus her mind is unhampered by the thoughts of "catering" which, at times, burdens the mind of the mistress who dwells in "digs," too often in a dingy and inexpensive street. Due time is given to meals, and there is no hastily-consumed breakfast or dinner prior to a run in all weathers to the day school.

The actual "duties" are frequently pleasures in disguise. The "duties" of one mistress this term include going to see "Abraham Lincoln" acted by the Birmingham Repertory Company; to hear Clara Butt; and to see the Pictures, "With Allenby in Palestine." When she goes with the girls she probably sits in one of the best seats and, as it is a "duty," her expenses are paid.

The leisure hours spent with the girls on a holiday or on Saturday evenings are a joy to some. It is very pleasant to be surrounded by happy young people—so enthusiastic, so care-free. There is something too unconsciously appealing which arouses the maternal instinct, in the sight of so many little ones, not long out of the nursery, managing for themselves, having left mother and the petting of home far behind for some months. Many would enjoy gathering them round the fire to hear a story on Sunday evenings—joy to see the eager faces and the trusting eyes looking up.

It is in these out-of-school hours that a sensible mistress has unbounded influence for good in her hands, for the impressionable child would learn more of true wisdom from her in five minutes than from the lore of all the sages shut up in whole libraries of books.

### The Possibilities of Service.

Was it Solomon, that wise old teacher, who said "Where there is no vision the peoples perish"? How true this is! How important a factor in life is the vision, the vision of the ultimate goal—the end, beyond what is accidental and secondary. To a mistress the vision is everything—without it, her round of daily duties would be dull, mechanical; but in the light of the vision she realises herself an agent of progress—progress in the world of intellect; progress in the moral world. And what a field she has in which to work! She can exclaim with Cyril in Tennyson's "Princess": "A thousand hearts lie fallow in these halls."

In a boarding school a mistress is in a curiously intimate connection with her girls: she sees them in their hours of work and realises their capabilities; she watches them on the games' field; she meets them in their hours of leisure. At each time she sees their needs—she sees every side of their character.

In the hours of work she can see where to stimulate ambition, where to check incipient pride, where to encourage, where to criticise. On the games' field she

can add her word to that of the special "coach," can urge her girls "to play the game," to play well, to win well, and, if need be, to lose well. The girl learns many a lesson on the playing-field, and happy is she who in later life brings to its problems the spirit she has learned at games.

But it is those hours of leisure that mean most. The girls are far from home and they naturally want advice. Many problems present themselves, and they naturally turn to those who are older for help in their difficulties, for advice on a hundred topics. So much, so very much, in character-training, depends on the mistress to whom the girls turn. It is to the mistresses of boarding schools all over the country that girls are looking for guidance during the most critical years of their lives. An immense power for good or for evil is in the hands of a mistress in such a school.

The hours of leisure in a boarding school are sometimes occupied by special schemes. In some schools the Girl Guide activities are fostered with marked success. The "patrol system" used is excellent. There are a Leader, her Second, and six Guides in a patrol. They feel that they are a special little family: a new girl feels "at home" at once, and the Leader develops those qualities of responsibility and leadership so important in her character. The "Laws" of the movement set up a high ideal, and the activities, such as toy or basket-making, keep the girls happy and occupied. The mistresses act as Captain or Lieutenants of the Company, and thus help in the character-moulding fostered by the movement. Many a Guide who belonged to her school Company is now working as an officer amongst her poorer "sisters" all over the land, and passing on that "skill of heart and hand and head" which she learned at school.

The division of the girls into "Houses" encourages the same spirit of *esprit de corps*—the working and playing for the House and not for self. Here again the large numbers are divided into smaller groups, and in each group we find a mistress as "Head of the House." It is to her that the girls look for initiative and the "tone" of her House, the attitude of all the girls in it depends on her.

It is a part of the reward of a teacher to see the result of her labours. What a barren reward would it be could it be counted up in examination successes only. A mistress must try to teach a girl not only how to "learn" but how to "live"—her field of labour is not only the world of books but stretches far beyond to embrace the whole of life. Happy is she who can see around her happy, healthy faces of healthy-minded girls, and say to herself humbly "I have helped this one, or that."

There are a hundred ways in which a mistress can help a girl: she may try to guide her friendships; she may encourage certain tastes and hobbies; she may guide in the way of work and in the choice of a profession. But, above all, it is in the choice of "higher things" that she may help so much. She herself, working in the light of the vision-of-things that matter, may pass on a glimmer of that glory to others in the light of which will be revealed to them the things that count in life. Remembering this, she must keep her own vision clear: "How can a man without clear vision in his heart first of all have any clear vision in the head?" (Carlyle.)

## BINET'S INTELLIGENCE TESTS.

### A Comparison of English and American Children.

BY EDITH I. NEWCOMB.

The idea of testing intelligence has always been of absorbing interest to mankind. From the riddle of the Sphinx to the days of Phrenology, each generation has devised means for testing and measuring the general good sense, "gumption," adaptability to new situations, that comprise what we mean by the word intelligence; but it was not till 1905, when Binet published his first series of tests, that a scientific scale for measuring intelligence was given to the world. It is not too much to say that the device of this scale, when more widely known, will revolutionize the science of education.

Binet's scale, as revised by himself in 1911, consisted of fifty-four tests so graded in difficulty that a normal three-year-old child can achieve the easier, while the hardest tests tax the intelligence of the average adult. He arranged the tests in order of difficulty after experimenting with them on some 200 normal children of different ages, and assigned each test to a certain age provided about 70 per cent. of the normal children of that age passed it. By means of this scale, therefore, it is possible to discover a child's mental age, as distinct from his chronological one. In the case of a perfectly normal average child, the two ages are the same; the defective's mental age is three or more years less than his chronological age, and a genius has a mental age far in advance of his chronological age. This age-scale has the great advantages of being perfectly definite, easily understood, and capable of world-wide application.

The purpose of this article is not to set forth a list of Binet's tests but rather to compare the use of them in England and America, and particularly to point out the different age-levels at which certain tests are passed in the two countries.

America has made a very extensive use of the scale of late, both in the schools and in the Army, using the Stanford revision of Binet's tests, which was made in 1916 by Terman and his helpers. In England, though the whole question of testing intelligence has been looked upon with a certain suspicion, the work of Mr. Cyril Burt is now becoming known, and the publication of his revision of the Binet tests (in Dr. Ballard's book, "Mental Tests," Hodder and Stoughton, 1920) will doubtless lead many teachers to practise this method of measuring intelligence. Mr. Burt has re-arranged the tests in order of difficulty, and made the age-assignments in accordance with the results of his experiments with a large number of children in the London Elementary Schools.

In several tests the average American child appears to be in advance of his English contemporary. At the age of three he can repeat six syllables (*e.g.*, "I have a little dog") while the English child is four before he can repeat "I am cold and hungry." At the age of four the American can copy a square with a pencil, though the English child needs another year before he can perform the same operation with pen and ink. The American is evidently quicker in verbal repetition all through his childhood, as at the age of five he can repeat thirteen to fifteen syllables, while the English child can

manage only ten, and at six repeats sixteen, which is the accomplishment of the English seven year old. At five the American can reconstruct an oblong which has been divided into two triangles (Binet's "Patience Test") and defines objects according to the use (*e.g.*, a table, "something you have your dinner on"), though both these tests are placed at age six by Burt. By the age of eight in America and nine in England, children define objects by their genus or description, *e.g.*, "a table is made of wood, part of the furniture." (Binet found that French children reached this stage at nine.) At the age of twelve the American child can define abstract terms, such as justice and charity—a test which is placed two years later in England. In the task of finding three words which rhyme with a given word, English children are placed three years later than American ones (age twelve and nine years respectively). Perhaps one reason for this great difference in the age levels is due to the difference in the test word given. English children have to find three rhymes for the word "obey" (Binet's obeissance), while the American test is made easier by giving three words, "day, mill, spring," and scoring the answer correct if three words are found to rhyme with the given word in two out of the three cases. Moreover, Terman says that the test was passed by 62 per cent. of the American nine year olds examined, which is a smaller number than Binet would accept in fixing an age standard.

In other tests, especially at the higher age levels, English children surpass American children. In the repetition of numbers—the old and well-known test of memory and attention—the precocious American child soon falls behind the English, as the following table shows:—

			America.	England.
Repetition of three numbers	....	Age	3	Age 4
" four	" ....	"	4	" 5
" five	" ....	"	7	" 6
" six	" ....	"	10	" 9
" seven	" ....	"	14	" 11

In giving this test, Burt read the numbers at the rate recommended by Binet, *i.e.*, two per second, but Terman considered this too difficult, and his directions are: "Read the digits at a slightly faster rate than one per second."

Another test in which the English child is superior to the American is that of æsthetic comparison. Three pairs of faces, standardised by Binet, are shown to the child in succession, the question each time being: "Which of these two faces is the prettier?" The English child of four, and the American of five, can answer correctly. Again, the English child can distinguish morning and afternoon by the time he is five, while Terman places this test at the sixth year. The English five-year-old can also tell, without stopping to count, how many fingers he has on each hand and on both together, though in America this test is placed two years later. The English child of six can copy a diamond or rhombus, and can name the days of the week,



tests which are achieved a year later in America. The full date (day, month, year) is known by English children of eight and Americans of nine. The English child of thirteen can solve circumstantial problems which are put at age fourteen in America, and the fifteen-year-old does one of Terman's "Average Adult" tests, and two of the "Superior Adult" level (mental age seventeen or over). These two are: drawing from imagination the cuts and creases in a folded paper, and summarising a paragraph containing Heivreu's "Reflections on Life," after listening to one reading of it. The only test for English fifteen-year-olds that American children can do at the age of fourteen is answering the question "What are the three chief differences between a King and a President?"—a test obviously more suited to Americans.

To sum up: a careful comparison of all the tests which are used in both England and America shows that in nearly half of them the age standards are the same in both countries—in fifteen cases English children are one or more years below the American level, and in another fifteen they are one or more years ahead. On the whole the American child seems to lead in the early years, and the English child overtakes and passes him later on.

### Binet Intelligence Tests. Age standards compared.

#### AMERICA AHEAD.

	America. Years.	England. Years.
1. Repetition of 3 numbers	3	4
2. Repeating 6 syllables ....	3	4
3. " 4 numbers ....	4	5
4. " 12 syllables ....	4	6
5. Copying a square ....	4 (pencil)	5 (pen)
6. Patience test ....	5	6
7. Definition in terms of use	5	6
8. Repeating 16 syllables ....	6	7
9. Recognising missing features ....	6	7
10. Definitions superior to use	8	10
11. Rhymes ....	9	12*
12. Explains absurdities ....	10	11
13. Sixty words in 3 minutes	10	11
14. Defining abstract terms....	12	14
15. King and President ....	14	15

#### ENGLAND AHEAD.

1. Comparing faces ....	5	4
2. Morning and afternoon ....	6	5
3. Number of fingers ....	7	5
4. Copying a diamond ....	7	6
5. Repeating 5 numbers ....	7	6
6. Days of the week ....	7	6
7. Writing from dictation ....	8	7
8. Date ....	9	8
9. Two designs ....	10	9
10. Repeating 6 numbers ....	10	9
11. " 7 " ....	14	11
12. Circumstantial problems	14	13
13. Difference between abstract terms ....	15-16	15
14. Folded and cut paper ....	17	15
15. Summary of passage read	17	15

\* But a more difficult word given: "obey."

### CHRONICLE OF EDUCATION.

- May 19—The committee of the Headmasters' Conference met at the Euston Hotel and recommended that the Joint School Agency should avoid dealing with educational authorities who decline to adopt the Burnham Scale.
- May 21—Professor John Adams addressed the conference of the Association of Teachers of Domestic Subjects at the Bishopsgate Institute on "The Unity of the Teaching Craft." Lady Askwith was in the chair.
- May 24—Empire Day was celebrated in many schools.
- May 24—The Archbishop of Canterbury spoke on "Religious Education in the Schools" at the annual meeting of the National Society at Westminster.
- May 25—Sir Rennell Rodd addressed a meeting at Kent House, Knightsbridge, on "Our Antiquated Educational Methods."
- May 30—Lord Burnham extolled the work of the Burnham Committee at a complimentary dinner given in honour of Mr. G. H. Powell, at Colchester.
- May 30—An exhibition of students' work was opened at the L.C.C. School of Arts and Crafts.
- May 31—The honorary degree of LL.D. was conferred upon the Prince of Wales and on Admiral Sims at Cambridge.
- May 31—A deputation from the League of Nations Union, led by Mr. Gooch, waited upon the President of the Board of Education to submit views upon the teaching of history in schools.
- June 2—Mr. Frank Roscoe addressed the annual meeting of the Secondary Schools Association, at Caxton Hall, upon "The general relation of the State to secondary education so far as it affects independent schools."
- June 9—Professor Einstein lectured at King's College, Strand, on "The Development and Present Position of the Theory of Relativity." Lord Haldane was in the chair.
- June 10—The Right Hon. J. Herbert Lewis, M.P., opened the Children's Welfare Exhibition at the Central Hall, Newport.
- June 10—The annual general meeting of the Association of Education Committees was held at the Central Hall, Westminster. Alderman Sir George Lunn, D.L., J.P., welcomed the new president, Canon J. J. Scott.
- June 10, 11—The annual conference of the Headmistresses' Association took place at Manchester.
- June 15—The Education Committee of the London County Council decided to recommend that continuative education to young persons be given under the Education Act, 1918, up to the age of fifteen years only.

#### Some Appointments.

Rev. E. C. Pearce, D.D., Master of Corpus Christi College, as Vice-Chancellor of the University of Cambridge.

Professors were appointed in Birmingham University:

Mr. W. H. Moberly, M.A., D.S.O. (Philosophy);

Mr. H. J. W. Tillyard, M.A., D.Litt. (Russian);

Signorina Linetta P. di Castelvecchio (Italian).

Dr. F. E. Wynne, M.B., D.P.H., as Professor of Public Health in the University of Sheffield.

Rev. J. H. Keane, M.A., as Master of Campion Hall, Oxford.

Miss Barratt, headmistress of Brighton and Hove High School, as Headmistress of Clapham High School.

Mr. D. J. Cameron, M.A., as Professor of Classics and Philosophy in the University of Colombo.

Mr. Buckle as Chief Inspector of Schools for the Sheffield and Rotherham district.

Mr. F. B. Davis, B.A., as Headmaster of the County Secondary School, West Bridgford, Nottingham.

## PETITES FILLES D'AUJOURDHUI.

BY MARION CAHILL.

### I.

In a class of French girls—Parisiennes—I was much interested to note that many were only children. Very few had either a brother or a sister. One child had both. She was regarded curiously by the others, by some with pity.

"Odette," said one, "cannot have a new robe for the concours de prix, because you see she has a sister and a brother, and they too are expensible. Mais oui! those two, they are very expensible."

"Oh, la, la!" said Marie, "quel malheur! I have no brother or sister. Dieu merci! All what I want I can have, et moi, je veux énorméments."

This, thought I to myself, "is very French."

### II.

It is ten o'clock in the little gray old cloisters of the Dom at Bonn. A great contrast those ancient cloisters to the interior of the cathedral with its rich mosaics glowing like a ripe pomegranate.

Dotted about the cloister are easels, and seated before the easels are demure German maidens with smooth fair hair brushed to shine like satin. The pretty, rather too close set blue eyes are bent on their drawing. They are trying to "catch" a picturesque corner of these most picturesque cloisters, on paper. The martins are flying backwards and forwards over the little quadrangle. A square-set, rather grim-looking drawing mistress wanders from group to group, correcting, praising, exhorting.

"Tell me then," whispers Elsa to her dearest friend Betti, "what did the English officer say?"

"He said," replied Betti, miraculously keeping one eye on the mistress and the other on her work, over which she bent in the attitude of industry, "that I play the tennis like an Engländerin."

"Wunderbar!" muttered Elsa excitedly. "Didst thou tell them at home?"

"Ach ja," sighed Betti, "and all my mother said was that I was to go to the kitchen the fine ironing to learn."

"So!" ejaculated Elsa, "but surely thou didst not go?"

A seraphic smile parted the pretty lips of Betti, those lips, that as she leaves childhood behind are already losing their beautiful curves; just as the soft outline of her cheeks is already a little too full for beauty. Amazing how the beautiful German babe grows into a rather thick-set young woman.

"I went to the kitchen," continued Betti, drawing furiously as Fräulein Schultz draws near, "and from one fainting into another I did fall."

"Did I not always say thou hadst intellect?" murmured the admiring Elsa. "But proceed."

"When papa arrived home in the evening," continued Betti, rubbing out vigorously what indeed needed rubbing out, "my mother she told him. 'The

poor little one,' she said, 'is not strong enough to learn the household.'"

"What didst thy father say to that?" asked Elsa with bated breath.

A look of exceeding bitterness marred the radiant youth of Betti's fair face.

"He said," she continued, "that every well-born German maiden must learn the household. 'It is the tennis that has done this,' he said, 'and it is the tennis that shall stop. We may have lost the war, but still am I master in my own house.'"

Pity caused Elsa to stop drawing. She looked at her companion in deep sympathy.

"What wilt thou do?" she asked hopefully. Much experience caused her to have great hopes of Betti.

"Do?" said Betti, "why go to the tennis, of course. Grete, the mädchen, will swear I have been in the kitchen."

"But thy husband, when thou art married, what then will he say when he finds thou canst not faire le ménage," inquired Elsa doubtfully. Educated Germans are fond of using the expressive French tongue. German girls of the educated classes speak it very grammatically, and if it has not quite the sparkle of Parisian French, it is nevertheless a very useful accomplishment.

"I marry an Englishman," said Betti decidedly. "The women in that country do what they like. They vote, they sit on juries, and none of them can cook. . . . Yes, yes, Fräulein, I see I have made a mistake. One does not, as you say, introduce the Gothic into the Romanesque. But when one concentrates too much, the mind . . ."

### III.

London—the top of an omnibus. The 'bus stops, and it is boarded by three athletic obviously high-school girls. They tuck their slim, black-stockinged legs into the little space allowed for legs by omnibuses, and they begin to chatter "in the language of the birds," as our Gallic neighbours so prettily describe the musical sound of our beautiful English tongue.

"I'm jolly glad, Jean, I haven't a sister to go shares with. Just think of it, Doris has three sisters and two brothers, and she can't have a single thing she wants, because of the others. If she goes anywhere, they want to go too, and her father says he's not a millionaire, nor likely to be now we have to pay for the war. I wish I were like you—an only child."

"I can have everything I want," said Jean contentedly. "Dad says he could never do for half-a-dozen what he means to do for me. It's lovely being just one."

The little maid of to-day, whether she be a daughter of Albion, a Backfisch from beyond the Rhine, or a demoiselle of France, is very, very busy getting tout-ce qu'elle vent, et elle vent énormément.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### IV. Nossis of Locri (fl. B.C. 275).

About the same time that Anyte was writing in Arcadia and Moero at Byzantium, a third woman, Nossis, under the burning sun of South Italy, was composing love poems which became sufficiently famous to give the name "Locrian songs" to any light amatory verse. Athenæus, who quotes one example, classes them with Sappho and Anacreon as being immoral and lascivious, and they apparently incurred the ban of those monastic censors who were able to endure Strato and Rufinus at their worst. We know that Sappho's poems were publicly burned at Rome and Byzantium in 1073 A.D., and it is probable that Nossis shared the same punishment. In Meleager's time all her poems possibly were extant, and he wove into his Garland the fair fragrant buds of the iris of Nossis, the wax for whose tablets Love himself melted. But now one short amatory piece of hers alone remains in the Anthology.

#### Thus Nossis saith :

There is nothing more sweet than Love—  
Yea even honey on my lips  
Has lost its savour.  
And never will she know the secret of the rose  
Who has not tasted of the Cyprian's kisses.

The other ten epigrams that survive are mostly dedications, for pictures or temple offerings, and two of them definitely fix her date. The comic dramatist Rhinathon lived during the reign of Ptolemy Soter; the lines on the Bruthian trophy refers to the same victory as is recorded by Leonidas.

#### On a Trophy of Italian Shields.

They cast them off : they fled in fear :  
Swift routed by our Locrian spear.  
And now these temple shields proclaim  
The heroes' might, the craven's shame.  
A.P. vi. 132.

#### On the Portrait of Simæthis.

Behold a dame discreet, a happy bride  
Whose pictured beauty Time no more shall hide.  
Ah, fare thee well, and may it soon be mine  
With thee to stand and see those bright eyes shine.  
A.P. vi. 354.

#### Rhinthon's Grave.

Pass by and wish me well,  
Smile and be not afraid ;  
Within this narrow cell  
Rhinthon is laid.  
A humble bird of song  
A mimic playwright gay—  
But yet the crown I won  
Abides alway.  
A.P. vii. 414.

#### A Statue of Aphrodite.

Come to the temple and behold  
The statue wrought in lucent gold  
That doth the Cyprian show.  
So Polyarchis paid the price  
Of her fair body's sacrifice  
That all men here might know.  
A.P. ix. 332.

#### Callo.

In golden Aphrodite's place  
Fair Callo set her picture fair ;  
And now she stands in gentle grace  
And like a flower perfumes the air.  
Hail, dearest maid : no voice of blame  
Shall e'er be raised thy life to shame.  
A.P. ix. 605.

#### Thaumarete.

This is our dear Thaumaretê,  
Her little dog would leap with glee  
As though he did his mistress see,  
If he this picture knew,  
And fawn upon his lady's side  
To greet her in her virgin pride,  
So young, so fair, so gentle eyed.  
A picture—yes, but true.  
A.P. ix. 604.

#### The Offering.

This close wrought net that bound the hair  
Of comely Samythê,  
Perfumed with nectar see her bear,  
Venus, a gift to thee.  
For with such unguents thou dost save  
Adonis from a mortal's grave.  
A.P. vi. 275.

#### The Smock.

Fair Hera oft from heaven returns  
To visit her Lacinian shrine.  
Her altar bright with incense burns,  
And matrons greet the wife divine.  
For her this smock, a gift from weavers three,  
Nossis, Theophilis, and Cleochê.  
A.P. vi. 265.

#### The Message.

Go, stranger, go. And when to land you come  
Tell them in Locris here  
Far from the dances of your Lesbian home  
There lives fair Sappho's peer.  
Say that the Muses watched her grow  
And that men call her Nossis. Go.  
A.P. vii. 718.

F. A. WRIGHT.

## ART IN LONDON.

**The Religious Picture.**

One of the most interesting phenomena in contemporary painting is the revival of the religious subject picture. The renaissance is not, one need hardly say, one of Deréism or even of the manner of Holman Hunt; it is no reaction from modernism to recent more scrupulous naturalism that we are witnessing, but rather an extension of the new ideas, a development of the art revolution begun by the now classic group of "Post-Impressionist" painters. Hitherto the dominant figure of that famous generation has been Cézanne. From him has sprung the simplified vision of landscape as a thing of structure and thrust and general harmonious design, rather than as a flat expanse of blended colour in which hills are incidents as trees are, and houses as clouds. From Cézanne, also, came Cubism, a dogmatic statement of a creed that was common-sense to Cézanne, but one that, in his followers' more ruthless hands, became a tyranny. Cubism brought new life to the painting of externals (landscape, still life, the human figure) so long as it was used only as a means to emphasis of some intellectual idea. Once it eliminated all appeal to the mind, once it set up by itself and for its own sake as a creator of abstract beauty, it died of its own exclusiveness. And with it died the absolutism of the Cézanne tradition.

This, roughly, is the point English painting has now reached. Cézanne, one of the greatest artists of all time, will henceforward exercise the deep and splendid influence that any real master must always exercise; his influence will be all the more strongly and usefully felt now that the misapplications of his genius have perished in the grave of their own digging. Meantime the young men are turning elsewhere for inspiration. Cubism strangled its lovers with logic; naturally the new experiment is anti-logical; and so the turn of Gauguin has come.

Gauguin was above all an emotional painter. Whether his subject was one of Breton peasant life, or a scene in Tahiti, or frankly an incident in the story of Christ, he painted *feeling* rather than *fact*. One element of his supremacy is his power of expressing spiritual conviction in terms of strong, simple rhythm and glowing colour; hence he belongs technically to the new idea. His importance to the present argument depends rather on his primitive conception of religious legend, for it is he who has undoubtedly provided the impulse so noticeable to-day toward a statement in neo-archaic language of the traditional beliefs of Christianity.

This generalised statement of contemporary interest in the religious picture may serve as introduction to two paintings at present on exhibition by Stanley Spencer, of Cookham. One is at the Grosvenor Galleries, and forms part of the once-but-no-longer nameless exhibition; the other is in the New English Art Club show at 5a, Pall Mall East. "Christ Carrying the Cross" and "The Last Supper" require study, for the eye and mind both need adjustment to the ascetic passion of their treatment. But they are important pictures, both in themselves and as landmarks in art history, and Spencer may well prove one of the very few great painters of this epoch.

Visitors to the Grosvenor Galleries and to the New English Art Club will see other good work, illustrative of the various phases of contemporary epoch. The Guildhall Art Gallery contains a selection of works refused by the Academy. If any reader doubts the coherence of the policy of purge adopted this year by the Hanging Committee of Burlington House, he need only look in for five minutes at the Guildhall exhibition to remove his doubts and pay to the Academy the homage deserved by a courageous action. The gallery is a tomb, hung with dead pictures. Only one thing is alive—an obstinate determination to stay eternally "put."

MICHAEL SADLEIR.

## MUSIC.

**"The Little Armada."**

"Spain has many provinces. Those within the Peninsula are known to all, at least by name: Andalusia, Catalonia, Aragon, Castille, etc. But, musically speaking, Spain has many outlying provinces far from the Sierras. . . . Chabria, Debussia, Ravellia and Moszkowskia." I quote from Mr. Edwin Evans' fatherly analytical programme to the Goosens concert of June 7th.

During the last month we have had the interesting experience of hearing Spanish national music, "El Cuadro Flamenco," at Prince's Theatre; the cultured music, De Falla's "Nights in the Gardens of Spain," at Mr. Clarke's concert on May 20th; and Lord Berners' commentary at the Goosens concert.

This is one of those opportunities for which the critic cannot but be grateful, for while it is true that good Barbery needs no pole, the curious is something of which he may write and his public will read. "El Cuadro Flamenco," whose grouping, lighting and colouring will beget sufficient pictures to keep Mr. Sadleir busy for months, is a troupe of Andalusian singers and dancers such as may be seen in Spain on any lucky day of the month. To our curious ear the most interesting item on their programme is the first, a song by "La Minarita." This singer was received on the first night with the suppressed giggles with which an English audience always greets the unusual. This was because, I understand, "she sounded like someone crying fish." And this, apart from the fact that she now has a gallery following, composed principally, no doubt, of stunt mongers, finishes the English consideration of her work, which is possibly summed up with that well-known phrase, "Well, it is not a beautiful (*i.e.*, pretty) sound, is it?"

However, it is hardly the duty of music to make pretty sounds and a close attention to La Minarita's singing proves that her production is on a very definite and consistent system. Instead of aiming at the fruity, fluty tones dear to the oh-how-sweet-drawing-room-rose-in-the-bud soprano this lady produces in a much more reedy style, not only in tone but in the whole execution of scales and intervals. In running a scale her voice breaks cleanly from note to note, and also clicks on and off rather abruptly, much in the style of a reed instrument. I hope my sincerity will not be doubted in trying to introduce this thin end of the wedge into the oak of English prejudice. It must be remembered that to some people the bagpipes are objectionable and Indian music nothing but a horrid noise, yet both pipe music and oriental music contain refinements beyond the comprehension of our tender ears. For the rest it is: will you *please* listen to this Spanish people's rhythms, remembering they are peasants, and then think of a cultured English amateur quartette trying to keep together in a simple 2/2 time and counting four in a bar—and failing. As a nation perhaps we lack humour.

As nationalism forces us apart, so culture draws us together, and Manuel de Falla's "Night in the Gardens of Spain," for piano and orchestra, presented far less difficulty. The composer himself played the piano part and was thus able to supply some of that direction which Mr. Clarke failed to give to his orchestra. This work, which has not quite the virility of the same composer's "Three Cornered Hat," is remarkable principally for its graceful fascination. It is expressionist in intention and while the tunes and orchestral effects are founded on Spanish national music they translate rather than imitate.

Space allows for little comment on Lord Berners' "Spanish Fantasy." This, according to the programme, contains, among other things, a polished satire upon pseudo Spanish music. It would seem to be a sort of wit one has to have pointed out to one—at least on first hearing.

RUPERT LEE.

## SCHOOLCRAFT.

### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### THE CINEMA IN AN AMERICAN SCHOOL.

BY FELIX J. KOCH, Cincinnati.

"You might be interested in hearing the pupils reply to a few pertinent questions," Principal Davis suggested as he opened the door into one of the small, cosy classrooms of Walnut Hills High School, in the suburbs of Cincinnati, the other morning, while ushering a group of experts in American public school work through the only public school of exactly its sort in that part of the United States.

"This happens to be a class in history upon which we have intruded."

His eye searched the long rows of students one moment.

"Fabing," he suggested to one, "tell us something of what Hannibal's army looked like as it reached the upper passes in the Alps. These gentlemen are very much interested in ancient history. Be sure, therefore, that you use the correct terms everywhere."



Walnut Hills High School, Cincinnati, U.S.A.

Once on a time we had prided ourselves on our knowledge of the history of the Romans. We had, in fact, found infinite joy in tracing the old Roman paths of Empire even down the east coast of the Adriatic and in astounding custodians of small local museums with our knowledge of the original uses of some of their treasures.

Fabing began and we stood back, first surprised; then astounded.

He told of the spies sent far in advance, and of exactly how they were accoutred. He told of the weapons they carried; how they used these in self-defence. He told of the messengers bearing news between these and the vanguard of the army. He described most minutely the work of the equivalents to modern pioneer troops, road-hewers and engineers.

"That will do, Fabing, thank you!" Mr. Davis interrupted at this point.

"Miss Roosa, will you kindly go on with the account? Tell us, also, how the army was fed on the perilous crossing; give us some sort of notion of what the commissary and meal times in camp generally were like."

Miss Roosa not only equalled Fabing in the closeness of her description, she added a certain feminine charm to the telling that made her word-pictures still more vivid and delightful.

Dr. Davis ushered us from this room into a corridor where an attractive poster announced the programme for a popular motion picture show to be held for school purposes and then led us up the steps to the floor above.

"This is Botany A," he said. "We will step inside and see what the children have to tell us that may be interesting at this time."

He led again into one of the typical school-rooms which mark Walnut Hills High School from other Cincinnati schools. There was the bay rounding out from one corner; there was the broad sill, filled with potted flowers; and on either side of the window one caught sight of the red-stone walls.

"I am going to interrupt the lesson for a few moments," our mentor explained to the teacher and pupils. "This young lady," and he chose the girl nearest, at random, "suppose we had X rays for eyes and could come day by day to see, what would a wheat field in the planting and the growing time look like—underground, as well as upon the surface of the earth."

The child rose and answered promptly.

She described, as one who has actually seen such things alone can describe, the long, technical story of germination. She pictured first the earth, well tilled, with an earthworm here, a beetle there, hibernating for the winter. Then she described the passage of the sower, the dropping of the seed. Then—and that such things should come from the lips of pupils who were two years below ordinary high school age, mere babes and little ones they seemed, appeared little short of a miracle—she ventured on into the ultra-technical story of how seeds proceed to grow. She had reached the stage where she brought the tender shoot up from the broken husk to meet its colleagues of the field in a great galaxy of emerald spears, when Mr. Davis bade her close.

"Double-quick, now, and we'll still be in time to drop in on a physiology class," he said.

"When the electric bells ring the classes pass. I do not like to hold any class over, because as one goes from a room another comes and so two sessions are delayed."

We reached the rooms given over to physiology and kindred branches. Again Dr. Davis interrupted classwork to propound a question or two.

"Let's suppose," he put it, "that these callers know nothing about the human eye, except what everyone may see when he looks at himself in the glass, or sees his friends about. We want to take them on a little journey, from the tip of the eye-lashes to the far end of the optic nerve. The tall young man in the fourth seat, suppose you tell us what we shall see on our way."

The class had left the discussion of the eye, of sight, behind many months before, but the "tall young man" replied with alacrity. No professional oculist could have given us a clearer, more fascinating account of the travels of the thing we call sight, from its reaching the exterior of the eye until its making its impression on the brain itself.

The bell rang. The classes changed. A class in English literature assembled.

The pupils came to order speedily. Mr. Jackson put an appropriate question.

"Someone who has never been in Scotland in the class?"

Every boy and every girl was standing beside a desk on the instant.

" Good. Then I will ask Miss Brown to describe a stroll through the Scottish Lake Country, as Scott himself must have known it."

The girl began simply, carefully, exactly, to detail a presumed jaunt through the Scottish Lake District. She told of flowers beside the trail; she mentioned butterflies and bees, and she told of stopping now and then to hearken to a lark, rising squarely from the herbage before her. She described the strand, the islands of the lakes, the boats. As she spoke, there seemed to be before her definite recollections one was prone to say rather than mere images.

That girl had seen the Scottish lakes, if not themselves, then somewhere—and that somewhere elsewhere than to printed page or canvas.

Noting the wonderment in our eyes, Mr. Davis led us back to his office.

" Extremes are meeting now at Walnut Hills," he said, as he smiled. " The motion picture is helping to teach the boys and the girls the very old and the newer, and yet very old, classics."

He indicated a portable motion-picture lantern on a shelf close by; then ventured into technical details of its work and its mission.

" Walnut Hills High School must be understood first of all," he said, " to be a venture in education. It is a high school and a pre-high school; a school every one of whose pupils intends to continue his training or hers on through college.

" That preparing definitely for college begins not simply in what is ordinarily called the D Grade of the high school, but two years before—in what would be the B grade of the intermediate school. Thus boys and girls are brought into a new school at the youngest feasible age to begin bridging the chasm between high school and under school, and the younger the child when this chasm is bridged the better. " In order to be admitted to the school, applicants must have averaged at least eighty-five per cent. of all their studies in the school-work gone before. This point settled, they are subjected to psychological tests, and they must pass in not less than 116 points to be enrolled in the first year class.

" Once in, the pupils have it brought home to them that school life consists of three equally important parts. There are the studies—the ' school-work ' in the usual sense—of course. Then, we emphasize the need of a sound body for a sound mind, and so we insist that every pupil must take physical exercise in the school gymnasium or under its instructors at least twice a week. Finally, we make those pupils understand that the world of school and college is only a stepping stone to bigger activity in the world without, and so we encourage interest in outside affairs—in debates and athletic contests, in football games and baseball games, and endless other things of the sort.

" The second and the third groups of the three are familiar, of course, to every graduate of a high school. The first, or rather some of the methods pursued in driving home what are popularly known as ' lessons ' are, perhaps, not quite so well known. We do believe, above all else, in visualisation.

" At Albany, N.Y., where I taught at one time, the State authorities have gathered the various bureaux in charge of educational matters for that commonwealth, in one stupendous structure. In that building an area as large as this entire school is devoted to visualisation.

" Wherever feasible I insist that the teachers on my staff teach by visualisation. We have a library of several thousand lantern slides, which we use when films for the motion camera are not available on any subject. But visualisation is accomplished best by action in the picture scheme; so we use the motion picture whenever and wherever we can do so."

Dr. Davis starts his campaign of teaching the pupil who is fitting for college through the motion picture away down in the first year's classes of the school. Innumerable films portraying events in American history are available to the school—films prepared with every care for accuracy and strict adherence to facts—and these are shown to the pupils of those beginner classes.

Classes are kept small purposely at Walnut Hills—twenty-five pupils are the maximum of a unit, so that men like Venable and Knoch and Henshaw and other experts in their respective lines may do their best with them. For the pictures several classes will be massed together in the school auditorium, or in large class-rooms.

History is taught throughout the six-year course, and the movie continues along in the curriculum, to visualise other forms of instruction. Mediæval history—with its fascinating films of the days when knighthood was in flower; history of the Renaissance, with its films of the days of the revival of learning; modern history; history, finally, of our own time, with the *bona fide* films of World-War armadas and aerial fleets and battles, each, in turn, are projected before the pupils' eyes.

Five different class-rooms, along with the main auditorium, have been equipped to serve as motion theatres, as the pupils call them. A class desiring a visualising of its recent lessons is assigned the most convenient of these. Boy students qualify as operators, considering the caring for the lantern a matter for pride, and the best of fun.

" Motion picture performances," Mr. Davis suggested, as he led us to a room where a display was in progress, Dr Newman demonstrating by means of the films some of the wonders of modern chemistry apropos to lessons of the week, " never are allowed to exceed forty-five minutes length, lest the pupils tire and the effect be lost. This three-quarters of an hour period must include all discussions, explanations made by the instructors, and so on. We have chosen an instrument which permits of stopping a film at any time and holding the picture on the screen, and so points may be driven home, and explanations be made at very greatest length at any time."

Arrangement is made with a leading local film exchange, so that not less than three films will be delivered at the school each week, unless the authorities desire otherwise. Examination weeks, sometimes, when lessons are in review alone, only two, or one, or none, are desired. Then the quota so omitted is shifted to some other week, and pupils enjoy four, five, even six performances.

The cost to the school for this visualisation of all possible branches—English through showing filmings of the famous novels, physics, what you would—comes to less than 126 dollars a year. Schools wishing to use the motion picture service in Cincinnati may either receive from the Board of Education one-half the amount needed, this deducted later from the regular appropriation for incidentals to teaching at that school; or a school may finance its own lanterns, and then receive its appropriation entire.

Mr. Davis prefers to use the latter method. He knows the lure of the motion picture on the good folk of Cincinnati, and he knows its hold on the boys and girls.

" All work and no play makes Jack a dull boy " is a favourite axiom of Dr. Davis'. Particularly in dealing with boys and girls, every one of whom is abnormally bright; every one of whom, young as he is, has intellectual aspirations, he must keep this thought in mind.

So on Fridays, when there are no lessons, there is a motion picture performance—they call it a plain picture show—at Walnut Hills High School. Comedies, the very best dramas of other sorts, all manner of films which will entertain, amuse, deliberately take children's minds from their studies, are shown. Parents may come, friends may come. Mr. Davis believes that the school-house should be, as far as possible, a community centre.

There are no free passes ; even the teachers pay the ten cents requires for admission. Those dimes build dollars quickly, and the dollars very soon surpass all possible costs for the stated entertainment.

There is a surplus, and there is a student committee meeting with a committee from the faculty to deal with this. Every cent of profit earned goes back into motion pictures. Pictures that will help the first year classes, the second year classes, the third and the fourth and the fifth, and, finally, the sixth year classes, visualise the subjects which teachers so often find it very difficult to present in an interesting fashion. Pictures which will drive home the lessons behind certain celebrations of the school year—these pictures shown just in advance of these celebrations—are arranged for in their turn as well. Thus Armistice Day and Pilgrim Day and Decoration Day, and the other holidays are preceded by appropriate films upon the screen.

These pictures have first claim on the funds cleared by a given entertainment.

After they have been arranged for, after money has been put aside to secure the next few programmes of the silent drama, there is almost always a good-sized surplus still.

And then—well, then Mr. Davis reminds the committee from the faculty to remind the committee from the student body about Jack and Jill becoming potential dullards through too much study, too much of knowledge. He suggests that pictures showing funny Charlie Chaplin, and pictures in which such notables as Mary Pickford and Marguerite Clarke and other screen idols star, are not at all bad choosing for the next succeeding Friday.

So the "entertaining films," as these are called by the pupils, to distinguish them from the films for school work, are advertised about the school by placards, and then by word of mouth of boys and girls. The children come, the teachers come, mothers and other children come, and sometimes even fathers come. When, receipts all counted, plans are made to apportion from the remainder money for such educational films as may be needed before the next entertainment, it is invariably discovered that once more there remains a surplus to be allotted, then, without a single qualm of conscience, for still other, costlier, better "entertainment films" for that next Friday, to produce still greater surplus in the end !

## SOME NOTES ON THE LEAGUE OF NATIONS.

### II.—The Practical Attempts.

(1) The Ancient Greek **Councils of Neighbours** (Amphictyonies) ; one of the attempts at co-operation and unity among the small Greek states. In the long run, the failure to combine, the jealousies between small city states destroyed the great promise of early Greece. The Amphictyony was a religious festival at a common centre (*e.g.*, Delos). There was also a League Council, meeting at Delphi and also at Thermopylæ each year. Part of its work was to forbid certain practices in war, such as destroying cities or temples, or cutting off a water supply. The League lasted for about five centuries, in one form or another (*c.* 600 B.C.—*c.* 100 B.C.).

(2) **Asoka**, Emperor of Hindustan (*c.* 230 B.C.) definitely adopted toleration and persuasion as his method of rule. "His teachings bear fruit to this day, for the Hindus are more tender to living creatures than any other nation, and are ever kind to kinsfolk and neighbours." (Wheeler : History of India.)

(3) The Roman Idea of a World peace was rather of the "Prussian" kind, *i.e.*, to be founded on conquest. Still, Rome gave a practical peace within her boundaries for over two centuries. Also, she made the beginnings of a Law of Nations (Jus. Gentium).

(4) **The Period of Arbitration.** The centuries that saw papal power at its height gave Europe an empire of influence and authority to decide disputes. Popes were not

always peaceful, not always respected. Still, between about 500 and 1400 A.D. they often acted as arbitrators.

(5) The Congress of Vienna, and the **Concert of Europe**, 1815-1830. The most important attempt at a permanent European Council. The Holy Alliance, proposed by Alexander I of Russia, formed part of the idea, but it was a distinct part. The Congress failed for several reasons : (i) The Treaty of Vienna made a bad basis ; (ii) it prevented any natural future changes being made, unless they were violently achieved ; (iii) it was anti-democratic, and was at times only a "trade union of kings" ; (iv) Europe generally was not educated for peaceful common action. Even a statesman like Canning could only say, when the Concert ended : "Thank God things are now getting back to a wholesome state again. Every nation for itself and God for us all." We need a more wholesome state than that.

(6) **The Hague Conferences, 1899, 1907.** The first Hague Conference was called by Tsar Nicholas II in 1899. It has settled several international disputes, including the Dogger Bank affair (England and Russia, 1904), the Venezuelan affair (1903), which at one time seemed to threaten war between England and the United States. It effected about 150 arbitration treaties between different nations. There had been many earlier cases of arbitration, as for example when the Alabama dispute between England and the United States was referred to Switzerland for settlement ; but now at the Hague there was a permanent Court of Arbitration.

(7) **The League of Nations, 1919.** Widespread discussion of the idea of a League of Nations after the war became general after the issue of President Wilson's "Fourteen Points" (January, 1918) ; a League of Nations being one of these points. The Central Powers were not to be admitted to membership until some later date. The aims and methods of the League are set out in the opening lines of the Covenant thus :

"The High Contracting Parties,

In order to promote international co-operation, and to achieve international peace and security

by the acceptance of obligations not to resort to war, by the prescription of open, just and honourable relations between nations,

by the firm establishment of the understandings of international law as the actual rule of conduct among Governments,\* and

by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another,

Agree to this Covenant of the League of Nations . . ."

\* *Cf.* the more definitely Christian basis of the Holy Alliance.

### Summer School of Spanish.

An interesting illustration of the growing popularity of phonetics in schools has been provided by the enrolment statistics of the Summer School of Spanish which is being held at Liverpool University in August, and for which applications may still be received. Until recently there was no book which could be used as a Spanish reader complete with a phonetic transcript, and when a class was planned for the School in Practical Phonetics it was doubted whether the maximum number of twenty members fixed to allow each member to have sufficient individual practice would be reached. The actual enrolment has, however, exceeded all expectations. Of the first thirty members enrolled for the Summer School no less than twenty-one asked specially to be included in the class. A second class was arranged and is full, while at the time of writing a third is about to be formed. It is to be hoped that the stimulus thus given to Spanish Phonetics, no less than to the study of the language and the literature of Spain, will react upon the schools, so that a good tradition in the teaching of Spanish may be created for the benefit of future generations.



## PRIMARY SCHOOL NOTES.

By OUR OWN CORRESPONDENT.

### Burnham and After.

Although the Burnham Committee has finished its work, including the allocation of scales, the question of salaries still occupies the attention of all concerned in the work of the primary schools. The Board of Education has not yet published its intentions with regard to the recognition of the scales and their allocation for the purposes of grant. Until it has done so the operation of standard scales is in abeyance and the teachers will continue in a state of unrest. I believe the Board will recognise both the scales and the allocations of the Burnham Committee. Also, it is probable this recognition will be announced before these notes appear in print. It is not likely the Board's recognition will be unconditional and it may be well in this column to venture an opinion as to possible—I might almost say probable—conditions.

It is well known the great desire of the Treasury is to reduce expenditure in every Government department and especially to reduce it during this and the next two years. Bearing this in mind and knowing, of course, the biggest increase of expenditure incurred by the adoption of a standard scale is wrapped up in the "carry-over" it may be safely anticipated the Board's conditions will include one in respect of the "carry-over." The Burnham Committee have agreed to Mr. Fisher's suggestion of a "carry-over" in three equal instalments. This is already well known. I understand, also, it has been agreed that should an annual increment fall due normally on the date of the adoption of a standard scale it shall not be paid in addition to the third of the "carry-over." A further condition is likely to be imposed. It is this: A teacher's correct position on a standard scale shall be ascertained as to a date three years after the adoption of the scale and whatever may be the addition to his salary necessary to bring him to that point on that date shall be divided into three equal parts and one part shall be added to his existing salary yearly. It will not be possible under such an arrangement for any teacher to arrive at his proper position under a standard scale until the *beginning* of the third year after its adoption. If, then, his existing salary on the date of the adoption of a standard scale (say 1st April, 1921) were £150 and the "carry-over" in his case to bring him to point of scale on 1st April, 1923, were £90, his salary for 1921-22 would be £180, for 1922-23 it would be £210, and for 1923-24 it would be £240, *i.e.*, his proper position on the standard scale adopted. This is not what teachers are expecting. It may be imposed by the Board.

There may be another condition. There are at present several authorities who have adopted standard scales already with an **immediate** "carry-over." These authorities are advertising for teachers at salaries to which they are entitled according to their years of service on appointment. The Board may impose a condition that new appointments shall be subject to the three years' "carry-over." Also the Board may stipulate that, if in an "immediate carry-over" area an existing teacher is at present on his point of scale before he would have been, had a three year "carry-over" been adopted, such teacher shall "mark time" until he is entitled to go forward under the imposed conditions.

There will be grave discontent, no doubt. The main consideration, however, is to get the standard scales officially sanctioned, and in times such as the country is now experiencing teachers will be wise to make some concessions to this end. It is curious to note there is not likely to be any corresponding conditions in respect of the secondary school standard scales. They have already been officially sanctioned and are in operation. In this respect they correspond with the P.M.S. of the primary school teachers.

## EDUCATION ABROAD.

### Compulsory Work by Bulgarian Children.

The thorough manner in which the Bulgarian law of compulsory labour, adopted a year ago, has been applied is shown by some interesting details of the work accomplished by school children which are given in the *Daily Intelligence* of the International Labour Office.

The law was introduced by N. Stamboliisky, and made every Bulgarian citizen liable to a certain amount of compulsory labour for the State, substitution not being allowed and emigration being forbidden until these duties had been carried out. It was passed after great opposition.

The pupils in all Bulgarian schools have now carried out their week of compulsory work under the supervision and control of the teaching staff, reports M. Omarchevsky, the Minister of Public Instruction. Their work is equivalent, says the Minister, to more than 100,000,000 levas (normally £4,000,000) calculated at minimum wage rates.

The following kinds of work have been done:—

Cleaning of school buildings, yards and gardens; clearing and afforestation in the vicinity of schools; digging sewers and cess-pools; paving streets and squares in the neighbourhood of schools; decorating reading rooms; building huts for school camps, etc.

The students in Sofia have built embankments to preserve the land surrounding the Seminary from inundation. Pupils of the Military School have done various pieces of work in the park of the school.

Another group of boys did some excavation work in the Church of St. George and in the Lozeniz district, where they found various objects of antiquity. A large number of pupils worked in the nursery of the Boris Park.

The pupils of the girls' high schools of Sofia have cleaned the floors and the windows in all the school-rooms and all the school accessories. Some bound the books in the school libraries. Pupils in one girls' school made blankets, pillows, and other objects which were sold for the benefit of the school.

The art school, which had been left in a dreadful condition by the military, has been cleaned by the pupils. The square in front of the military hospital was paved; this work would have cost at least 20,000 levas (normally £800).

The pupils in provincial schools have accomplished their week of compulsory work with enthusiasm. Pupils in Messemvria, Vakna, Stanimaka and Tianovo were employed in cleaning and putting in order archaeological objects. In Bela-Tserkva the pupils constructed two fountains and a little roadway. At Plovdiv excavating work has been done. At Tirnovo 20,000 young trees have been planted; at Souhindol, 10,000; and at Bela-Tserkva, 20,000.

### Evening Schools for Emigrants in Italy.

Considerable progress has been made in Italy in the direction of educating illiterate emigrants. A few months ago the General Emigration Department decided in agreement with the Education Department to organise evening schools, financed and controlled by the Emigration Department, for the teaching of Italians who contemplated seeking work in other countries. It is now reported, says the International Labour Office, that 749 evening schools have been established, with about 30,000 pupils, in 481 communes and 89 sections of communes.

Further, the Emigration Department has organised a number of vocational schools to give unskilled workers training as cement workers. The objects of these schools, which have been established in the province of Venezia, is to supply skilled labour for the reconstruction of the devastated areas in the North of France and Italy. The courses last for one month, and there are at present about 1,500 pupils.

## BLUE BOOK SUMMARY.

### The Consolidation Bill.

There is no doubt that the genius of English law is antagonistic to codification. Oddly enough we have no objection to moral codes, but civil codes are different at least in England. Criminal codes, to mention one sort, are all right for India or the colonies, but criminal codes for England were dropped in 1880 and none has had the temerity to take the subject up since. We prefer piecemeal legislation—statutory opportunism. And when the judges of the King's Bench have shown us the true inward meaning of our legislative enactments to be different from what we intended, we pass an amending Act to put ourselves right. After the "Cockerton" judgment had received the blessing of the Court of Appeal in 1901, there was passed a temporary measure to put the educational machine on its feet again. Next year saw placed on the statute book 2 Edward VII. c. 42. But 1 Edward VII. c. 11 remained till 1918, when 8 and 9 George V, c. 39, repealed it. Neither legislature nor judiciary will have anything to do with hypothetical cases. If some prescient superman had pointed out in 1870 that compulsory free education would mean some time in the future provision of meals and medical attendance, his arguments would have been held to prove, not the inadequacy of the Education Act of 1970, but evidence of its mischievousness. We are content to wait and see—what turns up. And having seen we waited thirty or forty years and then induced Parliament to pass Acts about the provision of meals and the administering of medicine. In the meantime we have discovered that while we were thinking only of a boy as a being who ought to go to school, someone else had remembered that he also sold newspapers, or carried milk, or lathered beards, and Parliament passed an Employment of Children Act. Our next Act of Parliament therefore must take that into account, and we have to discriminate very clearly between "child" and "young person." And by the time we have legislated about blind children, and epileptic children, and children who live in canal boats, not to mention other things like Boards, authorities, finance, charities and mortmain. We have a whole volume of amending Acts and provisional orders, and the application of our recognised system of "legislation by reference" is complete.

Roughly this is the course our educational, like all other modern legislation, has followed, and the product is become too unwieldy even for the expert. And if the time is not yet ripe for a codification of all our law about education, this step towards it as represented in the Consolidation (Education) Bill is certainly an advance in the right direction. Various branches of the law have of late years undergone consolidation. Witness the Companies Act of 1908, the Bankruptcy Act of 1914, the Perjury Act 1911, the Forgery Act 1913, the Larceny Act 1916, the Government of India Act 1920. But whereas some of these not only consolidated previous legislation, but amended it, the Education Act of 1921 will bring together for the first time practically the whole set of statutes dealing with the education of children and young persons since 1870, without making any new law. Its 173 sections are arranged under nine heads—Central and Local Authorities, Powers and Duties, Elementary Schools, School Attendance, Blind and the Defective Children, Higher Education, Health, Employment of Children and Young Persons, and a comprehensive "General" Part dealing with many matters connected with the business side of schools and authorities. The various sections are in the great majority of cases merely the extracted sections of the relevant Acts—embodiment of slight alterations necessitated by subsequent legislation in other fields. The Acts of 1873 (s. 25) and 1876 (s. 37), for example, made forgery of certificates punishable summarily with three months imprisonment with or without hard labour. The Summary Jurisdiction Act, 1879, gave a magisterial direction to impose a fine up to £25 instead. Section 160 of the Consolidation Bill is a penalty clause amended accordingly, fixing the limit of the fine at £20.

Much of Section 17 of the 1902 Act (dealing with Education Committees and their constitution) is relegated to the first Schedule of the Bill. But of all the Schedules the seventh, enumerating the enactments repealed, is for the moment of the most interest. A clean sweep of some twenty Acts is made, including the 1902 Act, and with trifling exceptions, those of 1870 and 1918. The whole Act will be a useful time saving *vade mecum* and compendium for all, teachers and administrators alike. The latter may object to the Bill as being premature and tending to confusion. But Sections 171 and 172 anticipate and meet much of the arguments on that score. And as for being premature, it is only so in not being final. But what consolidating statute ever has been? If a big Companies (Consolidation) Act of 300 sections required amendment it is pretty certain that this Educational (Consolidation) Act won't be long before undergoing that process. But the way of the amender will be easier and his burden lighter.

The Bill upon which we have made a few comments above makes small mention of teachers, but it is obvious that any system of public education presupposes the existence of a body of teachers to carry it out. Section 168 refers to intending teachers who in "pursuance of regulations" entered into an undertaking subsequently to follow the profession of teaching, in consideration of certain grants made to them for that purpose. That there is a pressing need to increase the number of these teachers *en masse* is a well-known fact. But to discover how the need has been, or is being, met is not an easy task. Documents that have come to hand recently put us upon enquiry in various directions. Here for example is List 170, which gives us a statement showing the number of intending teachers (*i.e.*, bursars, pupil teachers, and student teachers) recognised for the first time during 1919-20. Column ii in the tables of statistics sets out the percentage of the number to the number of posts for certificated and uncertificated teachers on January 31st, 1915. The total number recognised for England is 5,597—of whom less than 900 were boy candidates. While the tables set out for each authority the separate numbers of boys and girls under each of these classes in the parentheses above, an analysis given in the preface shows that while there has been in many cases an increase in the percentage of candidates to posts, there is no doubt that the total number of intending teachers was quite insufficient to meet the urgent needs set out in Circular 1,160, of May, 1920.

### Intermediate Schools in Wales.

The Welsh Department of the Board of Education last May issued its report on the work of the intermediate schools of Wales. The serious matters dealt with therein are not concerned with the number of teachers, but with the heavy strain put upon the schools by the increase in the number of pupils demanding secondary education. And while this is below the 20 per 1,000 of population regarded as a minimum of the Departmental Committee on Free Places, yet the strain is being felt acutely by authorities. The governing bodies of some intermediate schools are in serious financial difficulties, for while income has remained stationary, expenditure has grown to an enormous extent. "The position is so threatening to the educational interests of the country," says the report, "that some way out must be found at once." (p. 5.)

### Grant Consolidation.

The Welsh Department has also issued draft regulations amending the regulations for the preliminary education and training of teachers in Wales. The draft simplifies the Board's regulations on this matter and takes a step in bringing all grants made by the Board in aid of local expenditure on the maintenance of students under one body of regulations. In future maintenance allowance will rank for grant not under the training regulations but under the Higher Education (Maintenance Allowance Grant) Regulations—*i.e.*, Grant Regulations No. 14.

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## THE HEAD MISTRESSES AT MANCHESTER.

FROM A CORRESPONDENT.

The daily Press has teemed with reports of the discussions at the Head Mistresses' private sessions of their Conference held at Manchester High School on June 10th and 11th. If the reports are to be taken at their face value, some three hundred of the head mistresses of the public secondary schools for girls gathered themselves together to curse the first examination and to laud the virtues and powers of a small proportion of their pupils, and those the "duller" girls. Sub-editors (presumably men and presumably married) have hailed with applause the suggestion that the dull girls make the happiest wives. The trained educationist however, can gather from the sequence of the discussions at the conference the ideas and ideals which really lay behind the decisions. The main thought was a passionate desire for a larger extension of secondary education—not for the benefit of the teachers, although it is true that Miss Stoneman asserted her belief in every girl's right to one-third-hundredth part of a head mistress—but for the benefit of the nation at large. Miss Stoneman seconded the first call to the public to rouse itself to the facts of the present dearth of secondary education, which Miss Tooke voiced as chairman of the Scholarships Sub-Committee. She stated that from her sub-committee's enquiry lately made, it appeared that the number of girls for whom no places can be found this autumn in the public secondary schools, which their parents are rated and taxed to maintain, will run into thousands. Many efficient private schools (not to mention the inefficient) are closing, because Government action in encouraging the payment of higher salaries for teachers and in providing superannuation for teachers in State-aided schools makes it impossible for the proprietary schools to compete with those maintained by public money. As there is no corresponding increase in the number of maintained schools, these girls, for whom no possibility of education offers, will remain uneducated; and the anti-wasters of to-day should remember that they will swell the ranks of local and parliamentary voters of to-morrow, even if they do not marry and become mothers of men. Dr. Fisher (Bishop Auckland County School) bore testimony to the fact that the parents in her locality regard her school in the light of a sanatorium and are anxious to secure their girls' admission for reasons of health. Miss Nickalls stepped into the lists later in the meeting with lance levelled at statements which have lately appeared in the Press to the effect that games are harmful. She feared that the salutary games for the poorer pupils (which are not altogether costless) might be swept away in a wave of anti-waste, whilst the well-to-do would continue to play them undisturbed, at their leisure and at their own expense. The Conference was whole-heartedly behind Miss Nickalls, but did not consider the attack on games serious enough to merit condemnation by resolution. Miss Hewett urged the Conference to continue its efforts to secure some modification of the "First Examination," which tends year by year to become the gate of entrance to professions and callings for women, and from which, she urged, the girls who cannot pass in the subjects prescribed by the Board of Education, but can gain credit in other subjects quite as sound, educationally, should not be precluded. Later on the Conference insisted on the value of a final year, from seventeen to eighteen, at the secondary school for all intending teachers, and called on the Board of Education to make the position of such an intending teacher, whose parent or guardian could show that the assistance was needed, equal financially in the last year of school life to that of the student-teacher.

As chairman of committee, it fell to Miss Fanner to appeal to a "Conference of Idealists" to deplore "the postponement of any portion of the Education Act, 1918, and more especially of the sections dealing with continuation

and nursery schools." She said that "far worse than the slump in trade was the slump in ideals from which the country was at present suffering." Miss Beard (Putney High School) seconded the resolution in an able speech, and it was carried unanimously, the Conference being fully agreed that "this country should rank behind no other in its educational facilities."

In a private session, the Conference regretted the fact that some local education authorities have not yet adopted the Burnham scale of salaries for the teachers in their area and that others have failed to adopt the secondary report in its entirety; and called upon those authorities which have not already done so to formulate scales of salaries for head mistresses and thus to put an end to the anomaly of their receiving lower salaries than assistant mistresses in their own or neighbouring areas. Well might the Conference view the position with dismay, for one of its members will have to face thirteen vacancies on her staff at the end of the present term!

The paper by Miss Savill (Lincoln High School) on "Parents' Conferences," and the discussion which followed, would have converted the most morose of fathers and mothers to a belief in the head mistresses' opinion of parents as the power behind the child.

Private business opened up opportunities for well-paid compliments to the newly-elected associate members, Miss Shekleton and Miss McCroben (late head mistresses respectively of the Redland and Wakefield High Schools), and also for a tribute to a well-known educationist, Miss F. Gadesden, ex-president of the Association and the pioneer in its campaign against the tyranny of examinations. Miss Gadesden has served the Association as one of its representatives on the Teachers Registration Council since its formation.

For the first time for twenty years the President delivered her address behind closed doors. The portion which reached the reporters dealt with the absolute necessity of more free time for the girls in the upper school, a theme of which the head mistresses seem never to tire and insistence on which grows clearer every year. One who was privileged to hear Miss Major's address states that it gave rise to thoughts too deep for tears; its wit, conciseness, unexpectedness and beauty were reminiscent of a choice and sweet-scented flower.

Again, for the first time in the century, the Conference elected as its president, to occupy the chair of Frances Mary Buss, Dorothea Beale, Sophie Bryant, Annie Escott, Jane Connolly, Reta Oldham, and others whose names are writ in the hearts and memories of many women, the head mistress of a maintained secondary school. London is honoured in the selection by the Head Mistresses' Association of Miss Grace Fanner, M.A., County Secondary School, Putney, as its president for the years 1921-23.

The head mistresses' forty-seventh conference was brought to a close with happily-worded votes of thanks to the hostesses, Miss Field, Miss Johnstone and Miss Burstall; to Manchester Education Committee for its reception at the College of Technology; and to the University of Manchester for the garden party in the grounds of Ashburne Hall. An enjoyable course at the banquet was Miss Faithfull's vivid narrative of the reception by the Royal Commission on Oxford and Cambridge Universities of the evidence offered by Miss F. R. Gray and herself on the need of more accommodation and more scholarships for women at the two older Universities. But the *bonne bouche* of the Conference, delivered, as one of the local papers pointed out, "in secret," was Miss Hiley's paper on "The Growth of Slang." Quotations have already been made from this, and it must certainly be printed for the guidance and delectation of teachers of English.

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## ASSOCIATION NEWS.

**The Teachers Council.**

The triennial period 1918-1921 ended on the 30th June, and before the final meeting on Friday, June 17th, the members were entertained at luncheon by the chairman, Sir Michael Sadler. The health of the host was drunk with the greatest cordiality, and in his reply the Chairman referred to the difficult conditions under which the Council had worked during the period and expressed the view that it had acted wisely in refraining from any attempt to bring about sudden and drastic changes while doing very important work in a quiet fashion. He pointed out that the growth of the Register during the past year would strengthen the hands of the new Council and give it an undoubted right to speak as the representative body of a united teaching profession. He proposed the health of the retiring members, Miss Florence Gadesden and Mr. Alfred Flavell making speeches in reply.

At the Council meeting which followed a report on the work of the Council was approved for publication. This survey covers the doings of the Council from its formation in 1912, giving examples of the influence it has gained in such important matters as the qualifications and professional training of teachers. It points out also that the Council's funds are not to be regarded as income but as capital, since they largely consist of the fees received from older teachers. In future years the true income will take the form of fees from recruits which will serve to supplement the interest on the Council's investments. These investments produce an income of £2,250 a year, an amount which must be increased if the Council is to accomplish its aims.

**The Teachers Guild.**

On Tuesday, July 5th, at 8 p.m., Miss Helen Parkhurst, Director of the Child Education Foundation, New York, will lecture at 9, Brunswick Square, on "An American Development of Self-Education." Dr. P. B. Ballard will preside. Members of the Guild are admitted free, and others may obtain tickets at one shilling each.

The Guild is also arranging a garden party to be held in the grounds of Bedford College, Regent's Park, on Saturday, July 16th. All teachers and friends of education are invited. There is an interesting list of attractions and among the patrons are Lord and Lady Bryce, Lord Lytton, Mr. and Mrs. H. A. L. Fisher, Sir Henry Hadow, Miss Tuke, Dr. Sophie Bryant, and Sir Wilmot Herringham. An educational garden party is a novelty and as this one is being held to provide funds for extending the work of the Guild it is to be hoped that there will be a large attendance. Should the weather be unfavourable the proceedings will be under cover.

**Secondary School Teachers' War Relief Fund.**

The balance sheet, recently published, shows assets to the amount of £8,326, a sum which is adequate for the present needs and leaves a margin for additional help if it should be required. The present payments will be maintained from capital and interest combined, the capital diminishing as the need for allowances ceases. The Fund is administered with the utmost care, the aim being to afford help to children of teachers killed in the war. Cases may arise where a child of special ability ought to receive special help, and for this purpose donations and legacies will be welcomed, although the ordinary collection is closed.

Messrs. Dent are publishing in the autumn a one-volume selection of English Prose and Verse from the 14th to the 20th Century. The book has been compiled by Sir Henry Newbolt for the use of teachers and students of English; its object is not to supply a portable collection of gems, but to show the progress of the English language and literature as the gradual gathering of a great concourse of characters and influences.

## HISTORY IN THE ELEMENTARY SCHOOLS.

Until the last few years the history teaching of the elementary schools has been solely National and Imperial in aim.

The study courses of the old pupil teacher system (whose products largely staff our schools to-day), and the Training College courses, were set within the same National and Imperial limits.

Of late years the increased freedom of the teachers has had for one of its results certain extensions of history teaching, chiefly in these directions:—

- (1) More social and economic history, with a corresponding better proportioning of political and military history.
- (2) Some European history, or course of British history with European connections.
- (3) Early human history—the Stone Age and the Early Empires. Here the local museums have often been used as school extensions.

*The present position* is that our teaching has divergent aims, differing in clearness as in direction. Three phases or aspects may be marked out:—

- I. Purely National or Imperial history, chiefly political and military. Here the world is seen from the British Isles as a world-centre—often indeed from London and the Home Counties. The average boy or girl of fourteen years, representing the potential mass vote of a democracy, leaves school with a world-vision of this kind:
  - (i) Effective history opens at 55 B.C.
  - (ii) History is largely a record of British progress, British victories; of Kings and sets of Parliament; of great Englishmen, chiefly warriors and statesmen, with some inventors. To this list there are certain honourable additions to be made from the outer fringe of foreign nations.
  - (iii) Science, art, literature,—do not form part of the history of mankind, but are separate "subjects."

This world-vision, in its main outlines, is completed in later life, for the bulk of the nation, from one main source—the Press. Broadly, it may be said that the Press confirms this general view, though it certainly adds through its foreign news some missing factors.

- II. Where there is some social, economic, European, or purely human history in the curriculum, a compromise naturally results, something between the exclusively national and definitely international outlook. The usual result is British history plus some additional factors. Such an aim is less clear and definite than the simpler Nationalist aim. It is as if events had forced us to see that the purely national or insular view is inadequate, but had not yet forced us to a definite and declared alternative.

- III. This alternative must be, in some form, the adoption of a larger unit or field, as for example:
  - (a) Western civilisation, since the break-up of its predecessor, the Roman civilisation.
  - (b) Europe as an area.
  - (c) Social development, from the Manorial System or from Barbarism, through Feudalism, to the modern world.
  - (d) The history of human development as a whole.

If this picture of the present state of affairs be approximately correct, it indicates a favourable opportunity for a definite lead in the shape of a pronouncement that would—

- (i) Make clearer to the teaching world what the present general position actually is;
- (ii) Call attention to history-teaching as a peculiar preparation for the future of the world; and this in relation to social and to individual life.

The supreme education authority of the country can be a powerful influence in giving inspiration, in offering support to the more adventurous spirits among the teachers (those whose faces are turned to the future, however well stored their minds may be with pictures of the past), and in indicating the direction of change for the history examinations of the future.

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## EDUCATION AT WESTMINSTER.

### THE EDUCATION CODE.

In the House of Commons, on June 2nd,

**Mr. J. Davison** (Smethwick) asked the President of the Board of Education: Whether, although the Elementary Education (Provisional) Code, 1919, stated that further alterations of that Code were deferred in view of the fact that local education authorities would be fully occupied in the preparation of schemes and the organisation of their resources to give effect to the Education Act of 1918, he will say whether, in view of the operation of Circulars 1185 and 1190 issued by the Board, there is need for the proposed alterations of the Code to be any longer deferred.

**Mr. Fisher**: I do not think that the issue of a completely revised edition of the Code of Regulations for Public Elementary Schools would be opportune at the present juncture, even if it had been found possible to complete the revision. I hope, however, to re-issue the Provisional Code in the near future, incorporating certain necessary alterations.

### UNIVERSITY COLLEGE GRANTS.

In the House of Commons, on June 9th,

**Mr. E. Gardner** (Windsor) asked the President of the Board of Education: Whether the University Grants Committee is precluded from allocating financial assistance to University Colleges where support is not forthcoming from local sources, or whether such assistance is to be proportioned to the amount of the support from local sources, without regard to the proved educational value of the work of the institution; its increase, if any, in numbers; its consequential legitimate requirements; and the strength or weakness of the financial resources available from which local support might be afforded?

**Sir R. Horne** replied: Local support is regarded as the primary factor in estimating the claims of the different institutions for additional grant aid, but the University Grants Committee are not precluded from making allowance for the other considerations referred to by the hon. member in their grant recommendations.

### SCALES OF SALARY.

In the House of Commons, on June 14th,

**Lieut.-Colonel Pickering** (Dewsbury) asked the President of the Board of Education: Whether he is yet in a position to notify the local education authorities as to the allocation of appropriate scales for elementary school teachers; and, if not, whether he will explain why the secondary school teachers practically throughout the country should be receiving the salaries recommended by the Burnham Committee on Salaries for Secondary School Teachers while teachers in elementary schools, except those in London and a few other areas, should be still waiting several months after the Committee on the Salaries of Elementary Teachers has reported?

**Mr. Fisher**: As regards the first part of the question I regret that I am not yet in a position to announce the Government's decision; the financial and other issues involved require full consideration. As regards the second part of the question, I would remind the hon. and gallant member that the elementary school teachers had the advantage of the Provisional Minimum Scale as from the 1st January, 1920.

## SCHOOLS, COLLEGES AND UNIVERSITIES.

### "Education" at Oxford.

Manchester College has added to its curriculum the Philosophy of Education, and next term Mr. R. H. Tawney begins a course of lectures on "Education from the point of view of a student of Society." Other courses have been arranged.

According to the report of the Delegacy on the Training of Teachers the estimated number of students receiving full instruction will, next term, be between sixty and seventy, normally 100 to 120. It is proposed to unite permanently the two offices of Tutor to Women Students and Principal of Cherwell Hall, both now filled by Miss E. M. Talbot.

### Cambridge.

Voting on the women's question has been postponed from June 16th to October 20th. The poor train service is responsible for this four months' delay in taking the next step towards the solution of the problem of the education of women at Cambridge.

The University is to receive another interim grant of £30,000 for the year 1921-22. It will be paid in two instalments in October and March.

### Languages at London.

The reproach that languages cannot be learnt in England no longer has force. King's College now teaches French, German, Italian, Spanish, Portuguese, Russian, Polish, Czech, Slovak, Serbo-Croat, Modern Greek, and Rumanian, Bulgarian, Magyar, Lithuanian and Albanian if there is a demand. University College, besides French and German, has courses in Dutch, Danish, Norwegian, and Swedish. This in addition to about fifty oriental languages at the School of Oriental Studies.

### Local Support for Universities.

The City of Gloucester has allotted a farthing rate to Bristol—which means a sum of £275 for the year ending March 31st. The County has followed suit with a half-penny rate, which will amount to £3,668, and Wiltshire promises £3,000 for the same period provided that the county is represented on the University Council.

Leeds has received a donation of £1,000 from the South Metropolitan Gas Company. Manchester, too, will receive a City Council grant of £8,000 instead of £4,000. The University appeal for funds has met with a response represented by £220,000, of which £120,000 comes from Manchester, over £8,000 from Oldham, and £3,600 from Stalybridge. A further appeal is being made to raise the fund to £500,000—this with an eye on the University Grants Committee report.

### Why Not?

A conference of the Society of Friends recently held at Liverpool proposed as a temporary measure for relieving the unemployment pressure the raising of the school-leaving age to sixteen, and the using of churches, chapels and similar buildings for teaching purposes. Liverpool is the sort of place in which to make novel suggestions like this. There is a kind of alert resourcefulness about it that is in evidence in its holiday organised games, which are to be repeated this year. In five of its parks these will be carried out under the supervision of appointed men and women teachers and voluntary helpers, from 10 a.m. to 12, and from 2 p.m. to 5:30.

So there is, too, about Manchester's policy (which there was not space to refer to last month) of freeing the secondary schools after August 1st next. The raising of the fees in the preparatory departments from £1 to £5 a term will do something towards changing the ratio of one secondary place to 100 primary scholars.

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## PERSONAL NOTES.

**Sir Isambard Owen.**

Sir Isambard Owen, being more than seventy years old, has announced his intention of resigning his position as Vice-Chancellor of Bristol University.

Born in Monmouthshire, he was educated at the King's School, Gloucester, afterwards becoming a medical practitioner. Before succeeding Professor Lloyd Morgan at Bristol he was associated with Armstrong College, Newcastle, and with the Universities of Wales and Durham.

**Mr. H. C. Barnes-Lawrence.**

Mr. Herbert Cecil Barnes-Lawrence recently died at home at Crowborough.

He was the son of Canon Barnes-Lawrence, and was born at Bridlington. He was educated at King's School, Canterbury, Durham Grammar School, and Lincoln College, Oxford. He was an assistant master at Manchester Grammar School before he became headmaster first of the Perse School, Cambridge, and afterwards of Weymouth College.

**Miss M. Morton.**

Miss Mary Morton has been appointed by the Newcastle Education Committee as Principal of the Day Training College at Kenton Lodge. She has a Cambridge honours degree in classics, the Oxford Education Diploma, and is an M.A. of Dublin. Her last appointment was as lecturer in education in the University of Birmingham.

**Dr. David.**

Dr. David, late head of Clifton College and now headmaster of Rugby, has been appointed Bishop of St. Edmundsbury and Ipswich.

**Mr. W. Harbutt.**

Mr. William Harbutt, the inventor of plasticine, died last month in America, while on a business journey.

Mr. Harbutt was born at North Shields. He studied art at South Kensington and became headmaster of the Bath School of Art many years ago. After experiments he invented the well-known material called plasticine, and established a factory at Bathampton for its manufacture on a commercial scale. He was an Associate of the Royal College of Art.

**The Rev. A. E. Shaw, D.Litt., M.A.**

The Rev. Alfred Edward Shaw, aged sixty years, died on Whit Sunday after a brief illness.

He was appointed in 1884 a master at Weymouth College and two years later he married. He was educated at Worcester College, Oxford, and became headmaster of Lord William's Grammar School at Thame, where he stayed for twenty-one years, doing a great deal to raise the status of the school both in respect to numbers and curriculum. At one time he was chairman of the Oxford branch of the Headmasters' Association, and on his retirement at Tonbridge Wells assisted the Workers' Educational Association.

**Alderman J. W. Alsop, O.B.E.**

With deep regret we record the death of Alderman Alsop, chairman of the Liverpool Education Committee and Pro-Chancellor of the Liverpool University.

He devoted great energy and notable ability to public work, filled a large part of the municipal, university and educational life of the city, and will be greatly missed.

**Honour to Miss Wood.**

Miss Wood, ex-President of the Union, has received the honorary degree of Master of Education from Manchester University. It is an honour well deserved and will greatly please Miss Wood's many friends.

## NEWS ITEMS.

**Decision of School Governors.**

In advertising for teachers the governors of Taunton's School, Southampton, state that payment under the Burnham Scale is "under consideration." The policy of the Southampton Borough Council is to reject the scale, but the governors have decided that it is impossible to obtain teachers unless salaries under the Burnham scale are paid, since the Assistant Masters' Association has advised its members not to apply for posts in the district without consulting the association.

**Windfalls for American Education.**

Consequent upon the Pittsburg Institutes raising nearly a million pounds from other sources, the Carnegie Corporation will devote nearly £20,000,000 towards technical education, while an anonymous gift of £250,000 is to be used to build a house for foreign students in New York City.

**The King in Southwark.**

The King recently opened Southwark Bridge and, accompanied by the Queen, afterwards drove through the borough. In reply to an address His Majesty made a charming speech, from which we quote:

"Southwark is known all the world over for the wise and public spirited liberality of two of its citizens of whom you have spoken—Edward Alleyn, a member of your Corporation, who enriched the Metropolis with Dulwich College, and John Harvard, to whom New England owes its famous university. I am glad to think that the stream of munificence which fertilised so wide an area outside your bounds brought notable benefits also to your own people."

**School Fees in Gloucestershire.**

The decision of the Gloucestershire Education Committee to increase the fees of secondary school pupils throughout the county provoked vigorous and determined opposition from parents and head masters and mistresses, to such an extent that the authority felt compelled to admit that a mistake had been made and announced that the original proposal had been reconsidered and largely modified.

**Some Interesting Statements.**

DR. T. C. FRY, Dean of Lincoln.—"It is suicide to put back the clock and spend in Mesopotamia what is wanted in England to-day."

MR. HUBERT CARTER.—"Some attempt should be made by educational bodies to have a specialist in language and pronunciation at all our schools in the same way as there are specialists in other subjects."

MR. H. A. L. FISHER.—"The province of a school is to introduce its members to the great heritage of literature, science and culture which has come to us down the ages, and of which we are all participators."

MRS. BURGWIN.—"It is surprising the number of young teachers who break down before the age of thirty is reached, and the cost of treatment in nursing homes is now much greater than it used to be."

**Training Colonists.**

Christ's Hospital, with its modern school buildings, its ancient traditions, and about 1,200 acres of land, is in an unrivalled position for the part of pioneer in a special training scheme to fit the boys for work in the Dominions.

The suggested scheme for boys who desire to emigrate is that the last year at school should be spent in fitting them for farming in the Dominions.

Handicrafts and farming might be united as an optional subject and include hut-building, repairing and smithery.

The Dominions would surely welcome such emigrants, while the school would secure openings for pupils, many of whom otherwise would drift into clerkships with poor prospects, but the great difficulty is financial, although for many, many years money has always been forthcoming when required by the school for some worthy object.

# Heffers' Educational Publications

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3. With the co-operation of B. T. D. SMITH, M.A., Fellow of Sidney Sussex College, Cambridge. **BIBLICAL HISTORY FOR SCHOOLS. (New Testament).** Cr. 8vo. pp xii+260. 4s. net. (Postage, 8d.)

Reviewers of these books were practically unanimous in their praise, and, which is even of greater testimony to their worth, the sales of the Books are constantly on the increase amongst schools, colleges, and private students.

IN PREPARATION.

## ORIGINAL SOURCES of ENGLISH HISTORY.

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## A SCHOOL STATICS.

By G. W. BREWSTER, M.A., Senior Mathematical Master, Oundle School, and C. J. L. WAGSTAFF, M.A., Headmaster, King Edward VII School, King's Lynn. Demy 8vo. pp. vii+248. 4s. 6d. net. (Postage 8d.)

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## LITERARY SECTION.

### NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

#### BOOKS AND THE MAN.

##### **A Pioneer of Technical Education.\***

"The Master Spinner," according to the publishers' announcement, "is the life story of the late Sir Swire Smith, a famous bachelor in the North and an important figure in the House in trade, education and foreign enterprise." It is something more than this, however, for the writer, Mr. Keighley Snowden, has produced an intimate and sympathetic account of a remarkable fellow-townsmen. The book is more than usually attractive and the reader feels that he has learned to know a character who in a hundred ways is typical of the best of Victorian England.

Swire Smith was a Yorkshireman, true to type, "an' proud on it." Born in the forties, of stout dalesman stock, business-man and woollen manufacturer by lot, traveller and man of the world by predilection, this shrewd little Yorkshireman was to win by his work and worth the respect of a Knighthood "for his services to education," honour at length even among his own critical townsmen, and in his death a funeral almost royal.

Of the work which lay nearest his heart, the advancement of technical education in his native town and country, the barest summary must suffice. It dates back to the sixties when as a young man he plunged with a group of kindred spirits into the rebuilding of the Keighley Mechanics' Institute as a School of Science and Art. With what success this was accomplished, in the face of discouraging local inertia and opposition, is a story in itself, but it brought more than local fame to the most indomitable of its workers. Henceforth he was to devote all his scanty leisure (for he was a struggling woollen merchant) to his chosen crusade, and for a decade he strove to rouse the country by his speeches and writings. He found time to study in his holidays the state of industrial education in Germany, Switzerland, and France, and like all observers of the time, he was profoundly impressed by the remarkable educational advance of these countries. Nor was he idle in his own town, for he fought courageously for a School Board there, against real Yorkshire opposition. This extraordinary and disinterested energy received recognition when, in 1881, he was appointed a member of the Royal Commission on Technical Education, afterwards known as the famous Samuelson Commission (from its chairman, Sir Bernhard Samuelson). The book reveals the extent to which the reports of this commission, especially the sections dealing with technical education on the Continent, were due to Swire Smith's indefatigable labours. From this time he was an acknowledged authority on technical education, and no one was in greater demand at prize-givings and

similar functions. He was naturally one of the foremost members of the National Association for the Advancement of Technical Education, which did so much to ease the passage of the Technical Instruction Act of 1889, and for the wise disposal of the "Whiskey Money," which became available a year later for purposes of technical education. Later, in 1900, he was a popular President of the Association of Technical Institutes, and though since 1902 the need for strenuous advocacy had lessened, he was always to be relied upon in any emergency, while the benefit of his ripe experience was always freely given.

Work such as this merited great rewards, yet he consciously sought no meed of praise or fame, and the freedom of the Clothworkers' Company, awarded without any publicity, gave him as much pleasure as the Knighthood which was bestowed on him in 1898. Later, the strife of petty parochial politics in his native town caused him to be rejected as a co-opted member of the Education Committee, the irony of which proceeding was not without humour. Yet later still these same people made ample amends, for they returned him in triumph at the age of seventy-three as their member of Parliament, and when he died, "seven hundred people made a procession to his grave and thousands looked on."

All this, and more, can be gleaned from the book, but what we marvel at most is the amazing vitality of this young-old Yorkshire bachelor. All through the diaries and the letters there shines the intensely joyous soul of a healthy, happy life. Always cheerful, always light-hearted, full of good stories, singing a good song, fond of good company, loving the sunlight and hating the shadows, what wonder that he made friends everywhere, and better still, kept them as long as life! He knew most men of note in his generation and was as popular in America as in England. Not for nothing did Andrew Carnegie make him a favoured companion and confidant. And the simple secret of it all was that this fair-haired, twinkling-eyed little man was very English and very human.

The biographer has done his work well, even if occasionally the journalist gets the better of the writer. He has been wonderfully helped by the rich diary which his subject so faithfully and methodically kept. Aided by this the earlier pages glow with a real Victorian glamour, and, if the later part is somewhat sketchy and staccato in style, the book as a whole is full of interest and charm.

SILAS BIRCH.

\* "The Master Spinner," by Keighley Snowden. (George Allen & Unwin, 16s. net.)

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quickly mastered even by the teacher who has never had a dancing lesson in her life. The music which is presented in the second volume is also well within the reach of any amateur player. The dances taught include six singing games, six dainty dances set to olden tunes (these include a charming Scarf Dance, the Rose Dance, etc.); four dances for any number of children and for performances within doors or out of doors; four stately measures including Early Victorian Dances with Parasols and one danced in Crinolines; four dances specially designed for developing graceful movements of arms, wrists and fingers; five beautiful "Story Dances"; and twelve national dances, including Irish Jigs, Welsh Dances, French Peasant Dances, the Cachucha, the Tarentelle, the Tyrolean Peasant Dance, French Quadrille danced with fans, Dutch Dances, etc., etc.

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## REVIEWS.

## Education.

**THE BOY IN INDUSTRY AND LEISURE** : by Rev. R. R. Hyde.  
**THE GIRL** : by K. C. Dewar. (Bell and Sons. 6s. each vol.)

These two volumes belong to the Social Service Library, "published in conjunction with the Ratan Tata Department of Social Science, University of London." Both authors have had wide and varied experience of social work, and can therefore speak with authority. Both books are full of the milk of human kindness and bear convincing evidence to the intelligent insight of their authors. Naturally club life occupies a prominent place in both, and those interested in the various ways of dealing with the exceptional difficulties that mark the adolescent period will find in these pages much encouragement and actual help.

Miss Dewar, without rancour, and even without a definite suggestion of making a charge, tells us that in the poorer working class homes the boys are better fed than the girls, and that if there are any extras going it is not the girl who gets the benefit. We are invited, if we do not believe this statement, to go to any public swimming bath and compare the physique of the boys and girls of thirteen coming from the same homes. Keeping in view this favouritism towards the boys, it is curious to note that even in these two books the boys have the advantage. Their book is much fuller : runs in fact to ninety pages more than that devoted to the girls. There is, however, no sex hostility in either book. Indeed it is explained that the boys' advantage is secured not by their own demands or by the favour of their fathers, but entirely by the preferences of the mothers.

What specially interests our readers is naturally the attitude of the writers towards education as such. It is humiliating to find Miss Dewar so impressed with the unpopularity of education that she quotes in more than one place the common plea of the girls, "Don't remind us of school!" For the same reason Mr. Hyde warns club organisers above everything to avoid the use of "forms" instead of chairs, since these collective seats remind the boys of school. A well-justified protest is entered against the over-rigid method of register-marking. Welfare workers are too familiar with the register fetish. Certain external authorities regard the whole of class work as subordinate to the keeping of registers. A girl comes literally two minutes late, and as a consequence not merely loses her "attendance," but is not allowed to take part in the class work at all.

Miss Gladys H. Dick contributes to "The Girl" an exceedingly well-informed chapter on Welfare Work. In "The Boy" the author himself attends to this subject and produces a notable chapter on Welfare Supervision in which the sympathetic reader will find matter for very serious thought. The temptations to which boys are subjected in works and factories are often quite unsuspected by the outsider. There could be nothing more educative for the ordinary reader than a perusal of these two volumes. They tend towards wholesome humanitarianism, entirely free from the sentimentalism that nauseates the reader of works by philanthropical theorists. Both authors write from full knowledge, and support their generalisations by a wealth of illustration drawn from first hand experience. The books can be heartily recommended both to the general reader and to the increasing class of people who are willing to take an active part in welfare work. S. K.

**THE CHILD'S KNOWLEDGE OF GOD** : by Rev. T. Grigg-Smith. (Macmillan. 7s. 6d. net.)

It is encouraging to find a book of this kind written by such an official as the Director of Religious Education in the southern division of the Diocese of Manchester, and supported by the authority of such men as Dr. Rivers, of Cambridge. Clergymen who get their psychological contributions revised by such men, and who quote other reliable authorities, are not likely to go off on wrong lines. The main purpose of the work is to prevent false ideas arising in the minds of children with regard to sacred things. Typical difficulties are suggested and treated. For example, a whole chapter is devoted to the Sacrifice of Isaac and the problems it raises in the minds of the critical young people. Prohibitions and punishments are a fruitful source of false ideas which are not confined to the young. Mr. Grigg-Smith is generally successful in presenting an explanation that satisfies without unduly stretching the teacher's conscience. The great principle in such cases is to acquire the habit of referring particular cases to the next higher law, and thus avoid that conflict of laws that is continually upsetting the youngsters' sense of justice. An excellent feature of the book is the rich supply of actual experiences of teachers and others. Nothing can be more valuable than such material. J. A.

## English.

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**ENGLISH LITERATURE FOR SCHOOLS**. Sir Thomas North. **PLUTARCH'S LIVES** : a selection, edited by P. Giles. (Cambridge Press. 3s. 6d.)

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(Continued on page 342.)



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- (3) **TABLE DES NOMBRES PREMIERS ET DE LA DECOMPOSITION DES NOMBRES DE 1 A 100,000:** par G. Inghirami: revue et corrigée par le Dr. Prompt. (Paris: Gauthier-Villars et Cie. xv, 35 pp. 7½fr.)
- (1) A useful little handbook. Instructions are given for the use of the ordinary slide rule—here called the Gravet, though there are other makes. These are followed by descriptions of log rules and some other logarithmic instruments. The list does not profess to be complete.

Special directions are given for finding the position of the decimal point in a single multiplication or division. We doubt the wisdom of this.

The author is not a quite safe guide as to approximate values. For instance, he gives (in one sentence) the results of dividing 157.9 and .9424 by 3.1416 as 50.25 and .3 instead of 50.3 and .3000 (or .300). He also seems to claim for the instrument a greater accuracy than can possibly be obtained. Such a result, for instance, as 91.87 or 34.99 assumes not only exceptional vision, but also an accuracy of section and a fineness of line which the ordinary instrument cannot possess.

This is the first time we have seen the words "logarize" and "delogarize," and we do not want to see them again.

(2) Square and cubes of numbers up to 10,000, given in full: square roots to three, and cube roots to three or four decimal places. The method of calculation of the latter is not stated; and the author's credentials are not given. As the result of testing ten of the square roots, five were found to be right, and five wrong by one in the last figure. The result was much the same for cube roots—but it was noticed that all the values on page 59 were wrong, by amounts varying up to six in the last figure. This suggests that the calculations were made to an insufficient number of places. It is doubtful whether this portion is an improvement on some well-known five-figure tables. The portion giving squares and cubes might, however, be useful in some cases for finding square roots and cube roots, provided that absence of misprints is checked by differencing.

The remarks under (1) as to approximation apply here also. For instance, the result of applying the "first system" given on page 5 to the square root of 4/9 would give .66663 instead of .66667.

(3) It is refreshing to turn to a table whose interest is more purely arithmetical. This is a divisor table for numbers up to 100,000, excluding multiples of 2 or 5; the original was published

by Giovanni Inghirami in 1832. The editor mentions that he has corrected some errors in the table; but he does not say whether he has compared it with any standard tables.

For certain practical purposes, such as calculation of logarithms to a large number of places, the highest prime factor would be a more useful entry than the lowest; but this would increase the size and cost of the table.

W. F. S.

**History.**

**FRENCH CIVILISATION FROM ITS ORIGINS TO THE CLOSE OF THE MIDDLE AGES:** by Prof. A. Léon Guérard. (Fisher Unwin, 21s. net: 1920. Pp. 328).

This is a work where the treatment is comprehensive, on the lines of the newer historians whose history wanders into archæology, geography, sociology, and so forth. We begin with a brief analysis of "civilization" and "culture." Culture is the social sense: "From the lowest, mere politeness, to the higher, thirst for glory, and the highest, willingness to serve without reward" (p. 18). We end with the failure of the Middle Ages. The striving for unity failed "because this world of flesh and the world of spirit could not be harmonised. . . . Sound work requires faith in a solid world." Between these two quotations we have a sketch of the land of France, and of the three races that peopled and people it; an account of Roman and Frankish Gaul; and then seventeen chapters on the Middle Ages. One is reminded, throughout the whole book, of Anatole France's "*Ile des Pingouins*." This does not imply similarity of outlook or of treatment; there is profound dissimilarity. But here, again, is a Frenchman with a wide view describing a three-fold panorama—the story of human life from its origins, the story of French civilisation, and the story of the great hopes and the ridiculous attempts of man. The absurdity of these adults, and the splendour of some of their ideals, would be equally unbelievable were it not for two reasons. One is, that recorded history sufficiently establishes enough of the facts; the other is, that when we lift our eyes to the world of to-day, the same ridiculousness, the same splendour, lie open to our view. A history of French civilisation is a history of European and Western civilisation, more than that of any other single country—at least, until we touch the nineteenth century, when Manchester and Clapham produced a definite culture of a different proportioning. Professor Guérard has excellent subject-matter to deal with, and he has dealt with it very well indeed. He has not allowed the trees to hide the wood. Finally the index is ample, the bibliography is restricted and explicative. The author does not flatter his readers by assuming that they are semi-experts; indeed, he assumes that they will welcome some guidance. It is not made quite clear, however, that La Blache's Vol. I of the "*Histoire de France Illustrée*" (ed. Lavissee, pub. Hachette) is purely a geography of France (*Tableau Géographique*). It is probably the best geography to be had.

(Continued on page 344.)

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R. J.

(Continued on page 346)

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It is suggested that the preparation of nitre referred to on page 235 would have been made much clearer if the solubility curves had been given; also, that the author has given his chemical imagination full play in building up the equations for the preparation of phosphonium iodide given on page 261. Is it certain that the brutto-equation given is the correct one?

T. S. P.

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T. S. P.

**CREATIVE CHEMISTRY:** by Edwin E. Slosson. (From the University of London Press, Ltd. Published by Hodder and Stoughton, Ltd. 311 pp. 12s. 6d. net.)

In 1917-18 the author published a series of articles in *The Independent* (America), which were written for the purpose of interesting the general reader in the recent achievements of industrial chemistry. This book is the outcome of these articles.

In an introduction written by Professor Stieglitz, it is stated that the author "has the unique quality of combining an exact and intimate knowledge of chemistry with the exquisite clarity and pointedness of expression of a born writer." After reading the book one can concur in general with this expression of opinion. Although one may not be ready to admit that the clarity of expression is always "exquisite," there is no doubt about the "pointedness" of many of the expressions used; graphic language never seems to fail an American when he is writing a popular article. For example, when dealing with organic compounds it is stated that "Carbon atoms belong to the quadrumani like the monkeys, so that they are peculiarly fitted for forming chains and rings." Again: "benzene,  $C_6H_6$ , evidently is like hexane,  $C_6H_{14}$ , in having a chain of six carbon atoms, but it has dropped its H's like an Englishman."

The following may be of interest to the modern psychologist: "If Hofmann had studied pedagogical psychology he would have been informed that nothing chills the ardour of the adolescent mind like being set tasks too great for its powers. If he had heard this and believed it, he would not have allowed Perkin to spend two years in fruitless endeavours to isolate phenanthrene from coal tar and to prepare artificial quinine—and in that case Perkin would never have discovered the aniline dyes."

The subjects dealt with in the respective chapters are: Nitrogen; Feeding the soil; Coal tar colours; Synthetic perfumes and flavours; Cellulose; Synthetic plastics; The race for rubber; The rival sugars; What comes from corn; Solidified sunshine; Fighting with fumes; Products of the electric furnace; Metals, old and new.

Technicalities are avoided in such a way that the interest of the general reader, with no preliminary knowledge of chemistry, should be well sustained throughout the book. The great part played by chemistry in the war is dealt with, but it is emphasized that the universal applications of chemical science are still more important in times of peace.

Errors are few, but it may be mentioned that the first word on page 48 should be potassium and not magnesium. T. S. P.

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(b) **England in her Days of Peace:** by Eleanor Dooley. (George Philip and Son, Ltd. 2s. 6d.)

Mr. Young is to be congratulated on the appearance of the first two volumes of this new series. The enterprise is courageous and it is to be regretted that the books should appear almost at the moment when day continuation schools, for whom they are mainly intended, should seem in danger of general postponement. We hope the editor will not thereby be discouraged. Mr. Young has surrounded himself with a capable band of authors, among whom the ideals of youth and modernity are well tempered by experience, and we shall welcome the appearance of further volumes in this series. The extremely moderate price of half-a-crown per volume should place them within the reach of all teachers.

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Of the two before us we prefer Mr. Furneaux's "Countryside Rambles," which is written with the ease which comes only from ample knowledge and long experience warmed with the glow of the enthusiast. The book is richly illustrated with photographs, many so good that we wish they could appear in their natural colouring. It should appeal alike to student and teacher, and should enable the oft-abused subject of nature study to regain its rightful place in the curriculum.

In "England in her Days of Peace" Miss Dooley is hardly so successful. Far too much is attempted in a host of chapters far too scrappy and numerous. Thus "English Seamen" are dismissed in five pages, "The Birth of Science" in four, and the "Growth of Science" in seven. As the title indicates, the author makes practically no reference to "War" as commonly understood, either civil or foreign, but we are not sure that the development of the English people can be so readily divided into periods of "Peace" and "War," and we think that if such division is insisted upon, the inevitable complement of this book is another entitled "England in her Days of War." Yet the book as a whole has a freshness which will appeal, and its somewhat fragmentary nature is relieved by an excellent bibliography of books for further reading.

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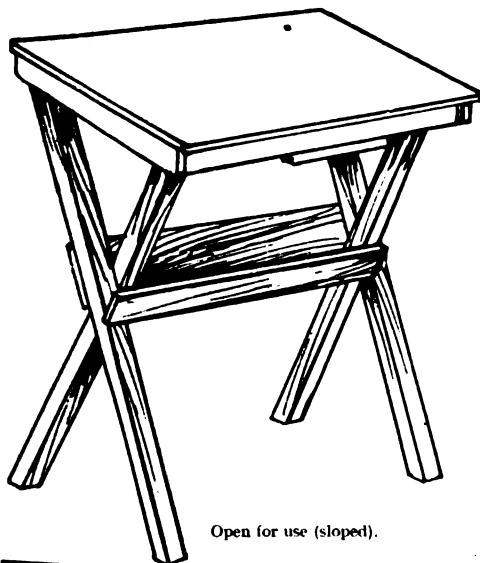
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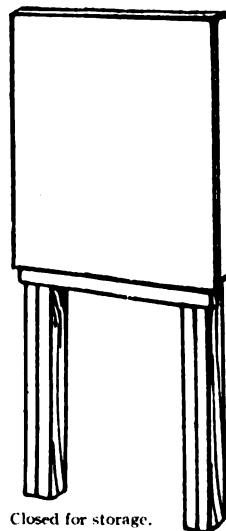
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The Educational Times is published on the 1st of each month. Price: Ninepence. By post, Elevenpence.

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31, MUSEUM STREET, LONDON, W.C. 1.

Advertisements should be addressed to

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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

AUGUST, 1921.

## NOTES AND COMMENTS.

### Our Anarchists.

Speaking in Edinburgh a few days ago the Lord Chancellor urbanely complimented his hosts by saying that the Scottish nation possessed a legal mind. In this he said it resembled ancient Rome and differed from ancient Greece. He might have added that it differs also from modern England, at any rate, so far as the mind of England is exhibited by the scanty respect which our authorities display towards their own enactments. It is recorded that when one of the most recent Bills was passing through the Commons an ordinary member of the House asked a Minister whether, if the Bill were passed, it would be repealed during the present session or the next. A correspondent who has evidently a legal mind sends us a vigorous letter in which he deals faithfully with the truly bewildering performances of the Burnham Committees. From his own logical and legal standpoint it is easy to criticise the Committees, but it must be remembered that the teachers' representatives found themselves in the position of men on a quicksand. They had to struggle through somehow. Had they resigned the enemy would have rejoiced, and teachers as a body would have suffered even more than is now threatened. The wrath of our correspondent may properly be directed against the anarchists at the Treasury, whose steadfast determination to evade the law would have earned for them condign punishment anywhere outside Whitehall.

### Vox Populi.

Our revolutionists in high places would probably seek to defend their illegal practices by claiming that the country demands a rigorous cutting down of expenditure and will therefore be ready to condone such proceedings as the reduction of the period of attendance at Continuation Schools in London from two years to one. It is the favourite plea of the despot that people do not know what is good for them. In this particular instance the people have not been consulted. The law provides that where the Act is in operation—as in London—attendance at Day Continuation Schools shall continue for two years. Until the Act is altered the one year plan is without legal force. As well might the Board agree to permit a local authority to provide only one year of primary education. By all means let the issue be put plainly before the people and a decision be taken. Either the Act of 1918 had a popular mandate or it had not. We were assured that it had, but now we are told, with equal confidence, that it had not. These sedulous listeners to the voice of the people can hear the most contradictory things, believing them all in turn. In their ears the shrill falsetto of Mr. Horatio Bottomley is no less weighty than the demand of working-class organisations for more and better education. The opposition to the Act of 1918 is a mean and cowardly attack upon the children of the country.

### Popularizing Education.

Hostility towards education can be met only by a determined effort to make the public understand what is actually done in the schools, and why. It is one of the worst results of any official system that people are discouraged from active interest and participation. The law compels parents to send their children to school, and the administration undertakes to provide schools and teachers. To many working-class parents the school is a place of mystery, a house of detention to which their children are committed by law from five to thirteen or fourteen years of age and from which release is to be welcomed. The middle-class parent generally knows why he sends his children to school, but he is often prone to think that education is wasted on the children of people who are below the income-tax limit. In these cases both the workman and the suburban dweller are wrong, because they are ignorant of the true justification of education and of the actual working of our schools. Such ignorance can be countered only by patient effort, and this should be directed towards bringing parents, ratepayers, taxpayers, and teachers into closer relationship. Much has been done in some districts by means of exhibitions of school work and by meetings of parents at which the school curriculum is described and explained. Close co-operation between parents and teachers is valuable and necessary, since education is a joint product of home and school experience.

### A Belated Report.

At the time when these notes are written the teachers in technical institutions are still waiting for the Report of the Joint Committee which has arranged a scheme of salaries for them. As long ago as last April the Committee finished its labours, and for some three months the Report has been under consideration by the Board and the delay has given rise to some disquiet among the teachers concerned. Many of them are receiving only temporary salaries, and they have been waiting for a long time in the hope that the Joint Committee would devise a permanent scheme. They have been assured officially that their case will not be adversely affected by the delay, and if this promise is to be redeemed they should receive the accrued payments which will be due on the assumption that their scale began simultaneously with that of the teachers in secondary schools. It is probable that the two scales will resemble each other very closely, and it will be unfair to teachers in technical institutions if they suffer any loss through the circumstance that the Burnham Committee dealt with their case last and not first or second. The delay has already had some unfortunate results, making it difficult to obtain teachers in general subjects, since such teachers could find secure positions and assured salaries in secondary schools.

### The Creed in History.

The newspapers recently printed a report of a deputation from the League of Nations Union to the President of the Board of Education at which Mr. H. G. Wells propounded the suggestion that the Board should enlarge the scope of the history teaching in our schools. He supported this request by declaring that the public ought to be led to distinguish between institutions which are permanent and those which are merely transient. While agreeing wholly with the purpose of the deputation so far as the improvement of history teaching is concerned, we may well doubt whether the Board of Education should be invited to prescribe either a curriculum or teaching method. It is no disparagement of the personnel of the Board nor any criticism of the merits of Mr. Fisher as a historian to point out that a Government department is not properly employed in directing the opinion of the people. The war has bred an unwholesome belief in the value of propaganda, with the result that various indefensible forms of "publicity" are now being used to cloud the judgment of newspaper readers. Certain journals have the exclusive help of certain Ministers, given in return for support. Going even beyond this, certain departments are said to have agreed to buy large quantities of an approved book which is shortly to be published. Such methods of leading public opinion are to be condemned as unworthy of a free nation. The gradual development of scepticism concerning official news which marked the war years should furnish a lesson to the authorities.

### Classics in School.

The long-awaited report of the Prime Minister's Committee on the place of classical studies in education was published on the 20th July. It is an extremely interesting document, written in a style which affords evidence of the value of a classical training as an end to clear and pleasing modes of expression. The Committee wisely recognises that classical studies can no longer command a position of exclusive privilege, and its recommendations are directed towards securing for Latin and Greek a place in the curriculum of schools and universities on their merits as elements in a liberal education. The report declares that none of the members of the Committee desires to impose the same time-table on all schools, or believes that precisely the same curriculum is suitable for all pupils. The present position of classical studies in the schools is shown by the fact that out of 612 secondary schools for boys, represented on the Headmasters' Conference and Headmasters' Association, 161 (with 56,804 pupils) take both Latin and Greek, and 360 (nearly 87,000 pupils) take Latin only, while 91 schools (16,416 pupils) take neither. We have travelled far from Eldon's judgment of 1805, wherein it was laid down that an endowed grammar school could not legally teach any subject save Latin and Greek.

### The Plight of Russian Scientists.

An influential Committee of the University of Helsingfors has issued an urgent and moving appeal on behalf of the University teachers and scientists of Russia, who are suffering the most intense hardship. Some have already died of starvation, and many others are threatened with the same fate unless help should be forthcoming immediately. The Helsingfors Committee has despatched several waggon loads of food to Petrograd, but supplies are needed for five thousand people, some in Petrograd, others in Moscow and elsewhere. The relief should be systematic and regular for months to come. The Soviet Government has shown the utmost possible consideration to the Relief Committee from Helsingfors, and this body is assured that all relief in money and in kind will reach its destination. Those who desire to help in this good cause may send remittances or parcels to Professor Mikkola, The University, Helsingfors.

### TO SLEEP.

(From the French of Philip Desportes,  
1546-1606.)

*Come, Sleep, to my eyes again,  
Beloved of gods and men,  
Thou son of sweet Calm and Night  
Who, soothing frail hearts that fret,  
Dost croon to my cares, "Forget!"  
And conquer the hands that fight.*

*Come, Sleep, thou beloved one,  
'Twas long ere the day was done,  
And night is half-fled away,  
And I lie a-waiting still  
For thee to scatter the ill  
Blind thoughts that have vexed my day.*

*Haste thou to come, oh Sleep!  
Thee prisoner none may keep,  
Nor even resist thy will; . . . .  
The watch-dog weary lies,  
And the cock to no dawn cries,  
And the wakeful goose is still.*

*But lo, I call thee away  
While the night ebbs fast to day  
And the dawn's vermilion. . . .  
Ah, Love, my heart's tyrant king,  
With a waft of thy errant wing  
Thou hast beckoned to Sleep, "Begone!"*

PERCY HASELDEN.

## WHAT ARE WE EDUCATING FOR ?

By FREDERICK J. GOULD.

What are we educating for ? On this subject I have talked with so many people and read so many books, that I do not hesitate to affirm there is an absence of general and substantial agreement. My own view is that the end of education is service of family, country, and humanity, expressed through a definite form of industry, and motivated by an intelligent love of the history of mankind. That being my ground, attained after many years of reflexion, I do not feel quite easy when I observe money expended, and the methods it is spent upon. And assuredly, a great many fellow-citizens do not accept my view, either because they deem their own superior or because they have not devoted any leisure to the question at all.

The uncertainty has been increased by the moral, intellectual, and social crisis of which the world-war was the chief and dreadful symptom. Every sensible man has reconsidered, in the light of that crisis, every opinion he held on every serious issue, including education. Why used we to educate ? The majority of cases would perhaps be covered by replying—for a livelihood ; or, in compliance with compulsory laws ; or, in order to maintain a social status. Suddenly, a summons has come, like apocalyptic thunder, and bids us, as parents, educators and citizens, face problems of capital and labour, of finance and credit, of the just price, of changing moral values, of international relations and responsibilities. Are our time-tables, are our text-books, are our school-ideals, are our teachers in all grades from the elementary stage to the University, adapted to such a task ? We need not here map out the exact way in which such economic and social themes might be treated, or led up to, or applied. What is essential is that the teacher who is alive to the modern needs should point the young mind and heart towards the end of service along such channels, aided throughout by the encouragements of history. It is evident that, for this high purpose, the ancient ideal of personal good character (which some teachers, at least, regarded as the main objective) will not now suffice. The personal good character must be associated with a lively sense of citizenship. And this implies a sense of national and municipal life and duty for normal days, and not only days of war. And this, yet again, implies an imperative necessity for unity of spirit and civic vision in all our schools, elementary, secondary, and the rest. But the unity does not exist. There is, indeed, a grim and material sort of unity in our expenditure. The public purse is the principal source of support for the people's education. This source is simplicity itself. There is no bold and effective unity in our educational instruments corresponding to this clear and integral money-spring. Even if the question of public expenditure did not enter into the case, I should assert that education, deriving its funds from any quarter whatever, had no legitimate aim but that already indicated, namely, the service of family, country, and humanity. But, when I examine the formulæ and the activities of our schools, I find that a notable proportion of what is

taught does not efficiently promote this aim. When I say "efficiently," I mean in relation to the problems I have outlined.

Perhaps the grossest error in educational theory at the present time is the belief that the aim of youth-training is self-development, or self-determination. As a means to a noble end self-development (that is, the unfolding of capacity in personality) is vital, and, for ages to come, we shall probably not have enough of it, on Montessorian lines, or any other lines. But the true end, declared by the experience of mankind through human time, is service of a larger life. In strict fact, a personality is not possible in isolation. It is a social product, as is proved, for example, in the important faculty of language, to the rules of which the most stubborn and original soul must bow. Education is the leading-out of a personal nature from a narrow household circle, or natal circle, into the inspirations and objectives of a much wider, though concentric circle.

When looked at from the point of view thus fixed, much of our laborious instruction may appear to be inferior, or useless, lumber. I mean that, for the supreme end of training in the science and art of social and civic service, much of our Scripture lessons, arithmetic, reading, writing, geography, and the rest, is irrelevant, or over-rated, or actually injurious. I do not doubt, for instance, that a vast amount of the labour expended for generations upon "sums" has degraded the sense of accuracy, diminished the children's intelligence, and horribly failed to do any social service whatever. To such revolutionary conclusions are we led by the apparently gentle statement of the educational aim with which I set out.

I think the terms in which I have expressed the aim might be reasonably acceptable to immense sections of the world of educators. Yet I am well aware that many minds will search for, and insist upon, other terms. On such issues the International Moral Education Congress, to be held at Geneva in 1922,\* will doubtless debate with animation. I, for one, am ready to give earnest heed to all voices which convey promise of a universal principle. For the globe is fast becoming a unity in its tragedies and its necessities, and it will call for a method of education, universal in ethical purpose, though not in technique and form.

Meanwhile, speaking for England, we need, broadly, three things : First, a unity of ideal, such as I have endeavoured to outline ; second, a unity of the teaching profession, wherein, on some kind of Guild basis, all sorts and conditions of educators may plan and administer the national youth-training in accordance with that ideal ; and third, a unity of the laboratory ; that is to say, a central institution for initiating experiments, recording and checking experiments, exchanging ideas, placing citizenship and teacherhood in perpetual vivid touch, and ensuring that every new moral, political, æsthetic, scientific, or economic challenge of the times meets a rapid response from the soul of the school.

\* To be prepared for by a small conference at Geneva, August, 1921.

## ORBILIUS APOLOGISES.

You want to send your sons here ? Well, I hope,  
 My dear sir, that you give them all the rope  
 They really need.—What ? Corporal punishment ?  
 Oh no, the cane's for that. Culprits are sent  
 To see me at mid-day.—Yes, you understand.  
 Not that you need fear on the other hand  
 It's overdone here. We prefer to appeal  
 To boys' best nature ; get the soul to feel.  
 If not, their nature needs—well just at first,  
 For otherwise the brute-crust will not burst—  
 Some shock to call a halt ; the body's pain  
 The soul's first chance ; then give the soul the rein.  
 Some say boys need more freedom. Yes, boys do.  
 Not that those people mean the same as you  
 Or I, by " free." The Inspector makes his rounds,  
 Hears, issuing from the infants' room, strange sounds,  
 A grand uproar,—tooth, nail, with slates accessory :  
 "They're having their half-hour of free Montessori" ;\*  
 —Babies that rend and yell, " do what they please,"  
 Or boys and girls who merely lounge at ease  
 In libraries, go browsing here and there,  
 Off to museums, theatres, anywhere,  
 All in the blessed name of education ;  
 For each self, needing its own realisation,  
 Is left unhelped to learn by brain or fist,  
 The perfect little individualist !  
 (These are the travesties : of course we know  
 Nor Holmes nor Montessori meant it so.)  
 But try dragooning them. What follows that ?  
 —Young libertines, your boy in Trilby hat,  
 Off to the cinema, and pledged to meet  
 Some flapper at the end of Sinister Street  
 (Compton Mackenzie : read him, I suppose ?)  
 It's not a pleasing picture : sorts with those  
 Blaspheming ruffians of young Alec Waugh's,  
 Or Mais's fumings for the grand new cause  
 Of sex and Shakespeare, Blake and laxer laws ;  
 Then thread-bare masters lacking Burnham scales,  
 Your jealous Perrins murdering fresh young Traills  
 (Arthurs and Erics whom we loathed of yore,  
 I doubt much if I like these moderns more !)  
 Well, but I wander. You've no use, you say,  
 For freedom, not till eighteen anyway ;  
 And even then there's too much smoke, drink, dance,  
 All mere conventional extravagance.  
 " Teach them some solid, useful stuff, set to,  
 Nose to the grind-stone," same as they made you,  
 —But you're self made ? No ? Wrongly then I  
 thought.  
 Still you've no use for " those soft things they're taught,  
 Mere affectations, poetry and art ;  
 Arithmetic's the thing to make boys smart,  
 With plenty of science, not mere theorisation,  
 But in the common workshop application,  
 While as for Latin"—(well you won't be queasy ;  
 It's said it makes their French ten times as easy).  
 " Ban Greek and German : Greek's no use to-day,  
 Nor German—if we make the Germans pay—  
 But Spanish—teach 'em that ; they'll be repaid  
 If only we can nab the Chilean trade."  
 Yes, Mr. Jones, I know well all you need.  
 Pardon me : it's a most unlovely creed !  
 You bid boys work in hope of future money,  
 " Store the hives now : in winter suck your honey "  
 (Like our old way : learn grammar long and much,  
 To read great authors that you never touch),

But why wait till the winter, when the blood  
 Chills, the heart falters ? Take the tide at flood.  
 Boys want to live ; you'd have me teach them how :  
 But when ? They yearn to start off living now,  
 —Will do so. Work no satisfaction yields ?  
 They'll seek it elsewhere, on the playing fields,  
 Thought out of date now. Their stale " Waterloo  
 Won on the fields of Eton " ; it won't do.  
 Why, what the old duke meant was, after all,  
 Not games, but fisticuffs behind the wall !  
 Your " flannelled fools " that make the Empire hum,  
 Dragooning niggers like a Rugby scrum,  
 Mere eyewash ! Frenchmen wear no cricket-shoes,  
 But, Ypres or Verdun ?—There's not much to choose.  
 Well, to resume ; what use are pounds and shillings ?  
 To buy bread—yes, and other daintier fillings,  
 Carpets and pictures (ah, you think the latter  
 Are things whose merit doesn't so much matter ?)  
 And—" well, life wouldn't be much catch, you know,  
 Without a music-hall or movey-show."  
 We both agree then, life's the thing we seek,  
 Although the livelier thing for me is Greek,  
 For you revues ; it's getting or it's giving ;  
 Only I call it life, and you a living.  
 But why, I ask, because a boy has talents  
 Put off their proper use to the Greek Kalends ?  
 Get them to care for something now ; not look  
 Years ahead for the use of rule or book.  
 And mind, I spoke of giving as of getting.  
 We don't go in for pampered tastes and petting.  
 We want boys patriotic, clean, and hard,  
 —Not like your long-haired garden-city bard,  
 But muscular Christians, philanthropic souls  
 —" For wardenships in slums and such-like rôles ? "  
 Oh, no : the man who wants to fight with sin  
 Need not seek Poplar first and then begin.  
 Even here at Wellinghouse there's no great labour  
 To teach a boy to recognise his neighbour :  
 —Neighbour !—who stares disdainfully and passes ?  
 (That links the Scripture with the civics classes).  
 Ah but what ignorant and what shallow fools  
 Are those who cry against the Public Schools.  
 Athenian in our tastes, we're Spartan still  
 In self-control, each lord of his young will ;  
 Despite soft doctors, seven a.m.'s the rule,  
 Half-hour of Chapel, half of early school  
 (We dropt it just for war-time, since boys feel  
 An extra hour requires an extra meal).  
 We foster thought, discussion politic,  
 —No barbarous methods of " heave half a brick,"  
 Though sometimes we may find it hard to give  
 Fair chance to speakers not conservative.  
 Parents don't all approve, house-masters less ;  
 It was inevitable, I must confess,  
 Though clumsily done, the way they banned that paper  
 " A world-view from school-windows"—sort of caper  
 Boys cut too joyfully—find your crusted Tory,  
 Like Socrates' young flock (you know that story ?  
 —No use for those old chaps in your young days ?)  
 Well, they all took to pert, aggressive ways,  
 Pestered him, showed his premise loose and bald,  
 His smug conclusion (what at least he called  
 Conclusion) void : so, turned him upside down,  
 Apologised but—drummed him out of town.  
 No wonder nurses of the O.T.C.  
 War-office warriors, section ten, room B,  
 Sounded the alarm, set off upon their track,  
 Closed ranks, and gave instructions—for the sack !  
 That's not our way. We're more impartial, show

\* Sic, as the story goes. Perhaps the dignity of the Muse requires—  
 " . . . perhaps you've heard the story ;  
 "They're having their half-hour of Montessori."

No party bias ; I'll warrant no boys know  
 My politics ; I spread the net too wide,  
 Make a convincing case for the other side  
 (Although I don't think that way) since I am  
 For tempering cold winds to the parent lamb.  
 If not, what happens ? Some man gives his class  
 A book on Socialism : an ill-bred ass  
 (Pardon me !) from the Midlands makes a fuss :  
 " My boy must *not* learn things so dangerous,  
 —Prefer he did not touch that stuff at all !"  
 But still these movements do some good. The fall  
 Of first enthusiasts doesn't mean all fails.  
 You see boys never will run on the rails  
 Switched here and there at master-pointsmen's will.  
 We must take risk of accidents, can't kill  
 All that's spontaneous, keep them from their day  
 Confined to facts some centuries away.  
 For after all, your " nose to grindstone " fashion,  
 —What boots it but to bottle up the passion  
 That must have outlet ? Bored and weary sappers  
 Are just the fellows to go after flappers  
 In sheer reaction. If they find at best  
 They just scrape through some despicable test,  
 Will chuck away their books for ever, sick  
 Of all that has a savour of " Matric."  
 Your time's up ? Well, let's mark him " modern side "  
 —Hope he'll do justice to it : prove your pride.  
 But if he fails, I trust you won't impute  
 All blame to us ; you can't just substitute  
 " Science for all " in place of " all for Greek,"  
 Lathe-drill for Latin-verbs five times a week.  
 Scores of them are as bored and ill at ease  
 With thermo-physics as with Sophocles.  
 For pedagogic adepts tend to find  
 There's no " gymnastic " common to all mind ;  
 Nature works best when given what nature needs.  
 The mind's best training's where the mind succeeds.  
 So don't be hard on Art. Each child, you know,  
 Is born, if you allow him to be so,  
 Inventor, poet, or artist,—some all three ;  
 And if he shapes for Art, just let him be.  
 Guide him ? Most certainly,—not all hysteria  
 Of free play-acting, as with Holmes' Egeria,  
 Nor copying dusty models—term-long toils  
 In hope some day to paint rich Jews in oils.—  
 Give them good books (not snippets, but the whole),  
 Let them write prose (but verse brings out the soul).  
 Get them to draw, paint—things of every day.  
 (See Cizek's pupils' work down Knightsbridge way ?)  
 Set words to music, sing them—outlets all  
 For man's self, if he's any self at all.  
 And you, I think, aren't selfless ; you can't start  
 Up street without exhibiting some art :  
 —Need to express the business-man—no fool  
 Professor of the boneless æsthete-school !  
 Abhorring such, the more you are in fact  
 Consummate artist proved by your own act,  
 In pace, in face, in full sartorial plan  
 Complete expression of the business-man.

The fees ?—So hard just now to find mere pence ?  
 Ah yes, but we've our own embarrassments,  
 With salaries, wages, food—all more than double,  
 We can't reduce ; well, thank you for your trouble.  
 —Rated too high ? So often that's the way ;  
 Pay both for self and others who don't pay !  
 Our waiting list grows long ; if you agree—  
 (Yes meat is extra, when supplied for tea,  
 So are gymnasium, piano, boxing, jam).  
 The fifteenth is the day for our exam.

G.K.

## CHRONICLE OF EDUCATION.

- June 18—Dr. David delivered his farewell address at Rugby School.
- June 21—The L.C.C. decided to limit the day continuation school education of young persons to the maximum age of fifteen years.
- June 26—The King and Queen sent a message to the children attending the open-air service at the Palace of the Bishop of Norwich.
- June 28—Mr. Fisher replied to the publication of the Burnham report with schedules of scales of salaries attached.
- July 1—The National Association of Schoolmasters protested against reduction of salaries.
- July 4—The Government entertained at luncheon at the Savoy Hotel the delegates to the Congress of the Universities of the Empire.
- July 5—Sir George Kekewich died at Hove from heart failure.
- July 5—Lord Astor presided over the second conference on Infant Welfare at Westminster.
- July 5, 6, 7—Miss Helen Parkhurst addressed London audiences on the " Dalton Scheme " of school organisation.
- July 9—The Folk Dance Society completed their Festival programme at the Hammersmith Theatre.
- July 9—Mr. Walter Sharman presided over the twenty-first conference of the London Teachers' Association, which made a strong protest against the reduction in the number of supply teachers, and deplored the partial suspension of the Education Act, 1918.
- July 11—Mr. Fisher opened the Anglo-American Conference of Professors of History.
- July 11—Sir Michael Sadler delivered an address at Harrogate on " Private Enterprise in Education."
- July 12—The King and Queen visited schools in the Channel Islands.
- July 13—The leading representative teachers in primary schools in London addressed a meeting at Westminster on Salaries.

### Some Appointments.

- Dr. Edward Robertson, Lecturer in Arabic at the University of Edinburgh, as Professor in Semitic Language and Literature at University College, Bangor.
- Rev. A. J. Grieve, M.A., D.D., as Principal of the Lancashire Independent College.
- Miss Craig, as head mistress of Christ's Hospital, Hertford.
- Dr. McLean Thompson, as Holbrook Gaskell Professor of Botany at Liverpool University.
- Dr. Mary Williams, as Professor of French in the University of Wales.
- Dr. William Wilson, as Professor of Physics at Bedford College, University of London.
- Dr. Robert Robinson, D.Sc., as Professor of Chemistry and Director of the Chemical Research Laboratory in the United College of St. Andrew's.
- Mr. T. T. Foster, M.Sc., as headmaster of the Frome County Secondary School.
- Mr. John William Pearson, M.A., as headmaster of the Yeovil County Secondary School.
- Mr. W. L. Renwick, M.A., B.Litt., as Joseph Cowen Professor of Literature at Armstrong College, Newcastle.
- Mr. Geoffrey Dawson, as secretary of the Rhodes Trust in succession to Sir Edward Grigg, K.C.V.O.

## A WOODEN-LEGGED PHILOSOPHER.

BY GERTRUDE E. M. VAUGHAN.

HE sits in that distant part of the farm-house kitchen which by common consent is always occupied by such visitors as are not relatives of the family, but who, nevertheless, are on terms of privileged intimacy. The window-sill forms a convenient ledge on which to rest one's blue and white mug between long and hearty pulls. I am inclined to think that the Philosopher's face shines with pleasure begotten of these same pulls rather than with much washing, but let that pass. He is at any rate greatly content; his wooden leg is stretched out before him; he looks enormous, but that is chiefly because of the many coats and other ancient garments which seem to have grown upon him snail-fashion, at various stages of his walk through an uncertain world where it is not wise either to refuse a gift or to trust your belongings in any place but on your own back.

Only the cunning brush of an old master—preferably a Dutch one—could paint the picture as I see it on this raw evening in very early spring, when the wind whistles and howls in the bare branches of the cherry-trees and the rain lashes the windows till it rattles in its rickety frame as if a giant were outside and clamouring to be admitted to the cosy warmth. The indifferently trimmed lamp casts a limited circle of light, leaving the corners of the room in shadow. "Master" dozes peacefully in his arm-chair in the chimney corner; "Mistress" darns the socks of the family; "Young Arthur," on a stool with his hands clasped round his knees, sits with wondering and admiring eyes fixed on the Philosopher. From one of the shadowy corners issue weak but insistent baby quacks, and tiny yellow heads wriggle among flannel wrappings.

"Dear li'le things," says "Mistress," "I be glad I brought they ducks in out of the cold."

You might not think it, but despite the snoring of "Master," to-night is a festival. The Philosopher has come back from his winter quarters. Technically an "In and Out," he disappears when the birds leave the country-side, when the beech leaves come hurtling to the ground and the earth begins to settle to her winter sleep. And he comes back with the coming again of spring. Sometimes, like the birds, he arrives before the earth is quite ready for him, and there are stories of how he comes to the farm begging for a job when there is none for him. He is an "extra hand," and an excellent workman. As for the place of his hibernating, it is no choice of his. "It's a very big house," he says, sadly, as the time for his flitting draws near, "and there's plenty of company there, but I don't like going, that I don't." And who will blame him if he times his going so as to coincide with the Fair, where a man's hard-earned coins are easily parted with but where, nevertheless, he may see life at its merriest for a few fleeting hours? My Philosopher, look you, is a Knight of the Merry Heart; he belongs spiritually to the great brotherhood of merry men.

And so now he sings.

"We been merry-making," explains "Mistress" as I enter, blown into the kitchen by the blustering of the wind.

"And why shouldn't we?" cries the Philosopher, jovially slapping his whole knee. "Why shouldn't we laugh while we got the chance? We shan't laugh when we puts our toes up and gets to that place. . . ." At this point "Master" says sleepily, "Let's have it all over again." So he begins, fixing his left eye on the right leg of the table and removing his hat, revealing a shiny bald head with a fringe of greying locks. But his eye has the brightness of youth, and he has never wasted its powers on printed books or newspapers. If the truth must be told I am almost sure that reading is an art which he has never acquired. He sings:—

Come father, father, build me a boat,  
That on the wide ocean I may float,  
And every Queen's ship that we pass by  
I will enquire for my sailor boy.

There is an elusive quality about the singing; somehow one is reminded of the game we used to play as children, about "an old soldier from Botany Bay, and what have you got to give him to-day?" The Philosopher draws out the last word of each line, and at the end of the song he bursts into a boisterous laugh and repeats the *motif* in an explanatory manner. He likes the songs of unrequited love, of young men like "Willyum"—in three syllables—who was beguiled by the gentleman's daughter into being her "deeer," eloping with her, being caught by her father just as they were about to sail from Erin for England, and being thrown into gaol on a charge not stated in the ballad. In irons young Willyum bewails, far more than the loss of the £5,000 she promised him, the loss of his true love. But if I were to write the whole of his repertory the songs would fill a small book. So I will choose with care. This one about the building of the small boat, for instance:

We had not sailed far on the deep before  
Five Queen's ships we chanced to meet:  
"Come, jolly sailors, come tell me true,  
Is my sweet William on board with you?"

A tactful sailor replies:

"O no fair lady he is not here,  
He is dead and drowned that is my fear;  
Over on yonder island when we passed by  
There I lost sight of your sailor boy."

The poor lady dies of a broken heart, leaving this letter by her bedside:

"Dig me a grave, large, wide and deep,  
And scatter it over with flowers sweet;  
And on my tombstone fix two turtle doves  
To show the wide world that I died for love."

"I died for love," the Philosopher explains, laughing, and breaks out into a merry ditty—illustrated with sundry twirlings of the ancient hat on the knobby walking stick—with the refrain: "Right to looral laddidy, Right to looral laddidy, Right to looral lay!"

Here is the last stanza:

O I went up to London town  
To buy a beaver hat;  
But I bought myself a roundabout,  
So what do you think of that?  
Right to looral laddidy, etc.



"The beaver hat," the Philosopher explains obligingly.

There follows a long ballad about a "brisk young damsel" who, after serving her master and mistress faithfully for almost seven long years, "popped her box upon her head and ganged along" to seek her fortune. She fell among highwaymen, from whom she was rescued by a gentle nobleman (the rascals, he explains carefully, were "noble gentlemen") who promised to make her his "charming bride for taking of her *own* part and firing off the gun."

But the wooden-legged man's favourite is "The Carriage Along," and I think it is ours too.

O once I did ride in my carriage along,  
Six horses to draw me about,  
But now I am bow-ownd in prison to stay,  
No hole can I find to get out.

Here's a due to old England,  
Here's a due to my home,  
Here's a due to ten thousands of gold ;  
If the world had been ended when I was  
young,  
My sorrows I never should known.

O once I did eat of the very best bread  
Made out of the very best wheat,  
But now I am glad of an old mouldy crust  
Which most people would give me to eat.  
Here's a due, etc.

O once I did wear of the best pair of shoes  
Made out of the very best cloth,  
Silk laces to tie them all round,\*  
But now I am glad of an old pair of shoes  
To keep my poor feet from the ground.  
Here's a due, etc.

O once I did lay on the best feather bed,  
Silk curtains was hanging all round,  
But now I am glad of a clean piece of straw  
To keep my poor bones from the ground.  
Here's a due, etc.

There is a song, too, about the green laurel and also the rue, sometimes rendered by the Philosopher as "the orange and blue," but at this point "Master" wakes up and remarks that we all prefer the simple ones, so I have an idea that he thinks it not quite the thing for a mixed assembly!

"Well," cries the wooden-legged singer when he has been twice through the repertory, "I must be going to roost. I'm very much obliged to you all for listening to me. Good-night, Master. Good-night, Mistress. Good-night all." And with his cheery smile he stumps out into the night and the driving rain, to feel his way to the barn where he "lies rough."

A ne'er-do-well, doubtless, and a spendthrift, yet there is something fine about him; a son of the soil, a wanderer who has come back, a travelled man, with an air of distinction not possessed by anyone else in the farm society. Watch him on any day in Spring as he sits in the hedge nibbling his noonday meal of bread and cheese, or listen as he whistles like a blackbird at the horses' heads at sunset after haymaking; or see him balancing himself precariously on a load of straw in the

rickyard in harvest-time. . . . "Why there ain't another man in England like me," he cries jovially. "Travelled thousands of miles I have; slep' in all sorts of queer places I have, slep' on a heap of stones, slep' with Mrs. Greenfields ("the meadows," someone explains quickly for my benefit), seen the world I have. I had the roving spirit when I was a young man; I seen Red Indians and Yankees as thick as Oyrishmen in Dublin; earned twelve and sixpence a day in Canady I did, and like a young fool I spent it all and come home without a penny in my pocket. A rolling stone don't gather no moss, I know it don't. But bless you! I wouldn't give a ha'penny for money! Why, it's *principle* as makes a man, and a woman too. I thank the Lord every night of my life I've lived the life I have and seen the world. I don't want money! Why . . ." with a jolly laugh and a hearty thumping of his whole knee . . . "when I die there's nothing anyone can take from me. I wouldn't change places with the King himself, I know I wouldn't."

And that is why I call this man—who from choice sleeps in the great barn where the rats are and from choice walks a mile on Sundays to the village where he leaves his dirty shirt for a "body" to wash and puts on his clean one, returning to the farm for another week's work laden with bacon-puddings and such-like delicacies—that is why I call him a Philosopher.

But if this is to be faithful portrait I must confess that he has his lapses. "If I could meet in wi' a rich lady now," he said once, confidentially, "and if she was to marry me, I'd make her happy every day of her life, I know I would. I'd look fine in my moty-car and her by my side with one of them long green veils like they wear and me smoking my pipe. . . ." But I think I will leave him to his dream. Even philosophers are not always and uninterruptedly wise!

\* An extra line which he never omits.

### Flagging Zeal.

The L.C.C. draws attention in the *Gazette* to the rule of the Education Committee regarding the display of the Union Jack. On all land and buildings owned or provided by the Council for educational purposes where flagstaffs are provided the flag shall be displayed from 8 a.m. till sunset on the following days:—

April 23—St. George's Day.  
May 6—Anniversary of George V's accession.  
May 24—Empire Day.  
May 26—Her Majesty's birthday.  
June 3—His Majesty's birthday, and on  
June 4—Official celebration.  
June 23—Birthday of the Prince of Wales.  
Oct. 21—Anniversary of Trafalgar.  
Dec. 1—Birthday of Queen Alexandra,

and at the opening and closing of the sessions of the Houses of Parliament by His Majesty.

### Impressions.

In London a sub-committee of the Education Committee is endeavouring to ascertain "How the London schools appear to the new inspectors." To that end the new inspectors are being interviewed by the committee. The interviews, if published, would interest not a few. Perhaps the committee would do well to ascertain how the new inspectors appear to the teachers. This might be interesting to the sub-committee.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### V. Callimachus of Cyrene (fl. 270 B.C.).

Of all the Alexandrian poets Callimachus was, in his own age, the most esteemed. To modern readers his contemporaries Theocritus and Apollonius make a far stronger appeal, but to the Greek and Roman world for nearly three centuries Callimachus was definitely the greatest influence in literature. Catullus translated the "Coma Berenices," Propertius, the "Roman Callimachus," imitated his archæological verse, and his dead hand lies heavy on Ovid's "Fasti." The reason for his popularity seems to be this: In an age of prose, of learning, and of minor poetry he was the most prosaic, the most learned, and the most minor of poets; and he achieved the renown which pre-eminence in any quality, good or bad, is certain to gain. He started life as a schoolmaster, won the favour of King Ptolemy, and as chief librarian became the head of the State university at Alexandria: and he shows all the signs of such a career, for he is even more irritable, pedantic, and official than are most ushers, professors, and heads of colleges. His tastes are revealed in his literary judgments. He prefers Hesiod to Homer, Erinna to Sappho, and among his contemporaries he gives his highest praise to the dull but worthy Aratus. The one true poet of the younger generation, Apollonius of Rhodes, who had irreverently called him "Old wooden head," he did his best to crush, and his two most characteristic remarks are: "I hate anything popular" and "A big book is a big nuisance."

#### To Lysanias.

The songs that other men have sung,  
Familiar now to every tongue,

I loathe their old refrain.

The spring wherefrom the vulgar sip  
Shall never pass within my lip—

I spit it forth again.

And as I hate the trodden road  
So do I hate the too much wooed,

Though he may lovely be.

"Above all others fair," I cried;  
But mocking Echo swift replied

With "Others' fare is he."

A.P. xii. 43.

#### On the Statue of Queen Berenice.

Four are the Graces: three we know  
And Berenice here below.  
See how she holds their linkéd hands,  
And wet with perfume by them stands.  
Without her now who shines afar  
Not e'en the Graces graces are.

A.P. v. 145.

#### Love's Treachery.

To fair Ionis Callignotus said:  
"None will I love but thee, nor man nor maid."  
So did he vow; but lover's oaths, men say,  
Reach not the ears of gods; they go astray.  
Now for a youth he burns; and she, forlorn,  
Is like poor Megara, a thing of scorn.

A.P. v. 6.

#### On the Tomb of Saon of Acanthus.

Say not the good are dead.  
It is a mystic sleep  
That now they keep.  
The grave is but their bed.

A.P. vii. 451.

#### On the Mask of Dionysus.

When little Simon came to school,  
He to the Muses prayed  
That they would teach him wisdom's rule,  
And to them offering made;  
Like Glaucus once they let him earn  
For this small gift a great return.

So now I hang and hear the boys  
While they their lessons say;  
They mind me of my ancient joys,  
'Tis "Holy lock" each day.  
With mouth more wide than gaping U  
Here must I stay for all to view.

A.P. vi. 310.

#### On a Salt Cellar Dedicated to the Samothracian Gods.

Plain bread and salt Eudemus ate,  
No other relish on his plate;  
Until from out the waves of debt  
He managed thus at last to get.  
Now to the gods who rule the sea  
He brings the jar that set him free,  
And says: "I thank you, lords divine,  
For I have safety found in brine."

A.P. vi. 301.

#### Heraclitus of Halicarnassus.

Mine eyes are wet with tears:  
They told me, friend,  
Your life these many years  
Had reached its end;  
And I remember still how we would walk  
And see the sun to bed in loving talk.

Dust, dust, and senseless clay!  
Ah yes, 'tis true;  
Death that steals all away  
Has stolen you.  
But there is one prize he may never take:  
Your "Nightingales" eternal music make.

A.P. vii. 80.

F. A. WRIGHT.

## ART IN LONDON.

## French XIXth Century Pictures.

An unusually well-selected exhibition of French art of last century is on view at Barbizon House, 8 Henrietta Street, Cavendish Square. Daumier, as a painter in oil and water-colour, came later to fame than did Daumier the caricaturist, but, having arrived, he is secure in the admiration of the most fastidious amateur. Consequently his work is hard to come by, and the presence in one exhibition of three oil paintings, new to England, is something of an event, particularly as all three are good and two more than good. Conventionally speaking, the finest is "L'Avocat Triomphant" (No. 47), an important picture of a pompous and self-satisfied lawyer descending the broad steps of the Law Courts. Daumier's genius for placing his figure, his command of rich, sombre colouring, and his pitiless portraiture of the venal arrogance of one type of successful barrister are well shown in this work. Slighter, less finished, but none the less fundamentally more significant, is the silver-grey study of "Don Quixote and Sancho Panza" (No. 9). This is Daumier romantic and tender, rather than Daumier contemptuous. Of course the sense of humour is still there; to Daumier Quixote was always a little ridiculous; but he was ridiculed with love, and one feels that in the painter's numerous studies of the fantastic Spaniard he shared what must have been the creator's affection for the heedless, generous absurdity of his luckless hero. It is needless to labour the quality of design or the magic of misty monotone that distinguish this lovely picture. There is all Daumier, in its dreamy simplicity: all Daumier and a good deal of Cervantes as well.

J. F. Millet is represented by several exquisite drawings and a small, dark oil, "Entrée de la Forêt de Barbizon" (No. 60), which repays careful study for the skilful suggestion of a dying light hovering in the tree tops. Of Corot a number of oils are shown. "Mantes" (No. 7) and "Suresnes" (No. 48) are charming examples of the famous Corot grey-green. Theodore Rousseau is very much himself in the curious little "Landscape" (No. 11), which is carried out in oil by a method more generally used for wash and charcoal. The arid, poker-work effect of this interesting little picture reveals Rousseau's skill in tree-drawing and in the broken incidentals of woodland better than the smooth, coloured smartness of "Vue sur la plaine" (No. 15). Monticelli is one of the most unequal of painters. He will set a figure delicate as fine china in a turgid mass of painty landscape. At another time he will compose a group of figures but leave his background scattered and formless. The two oils shown at Barbizon House exemplify several both of his good and bad qualities. "The Princesses" (No. 46) has exquisite colour and figures of which two are sheer beauty and others frankly bad. But persons and trees are dotted about the canvas with little attempt at design apart from those actually forming part of the central group. "At the Well" (No. 21), on the other hand, is an attempt at general composition, but so harshly treated is the foliage and so obvious the intended pattern that one is distracted from the charm of the figures by the insistence of the leaves behind them.

Other interesting examples of French painting are flower-pieces by Fantin Latour, a pleasant exercise in pale impressionism of the Jongkind type by Raffaelli (No. 35), and an unusual Diaz—"Bohemians" (No. 44)—with the colour-scheme of Greco and the grouping of a late Italian religious picture.

MICHAEL SADLEIR.

## MUSIC.

## The Peninsular.

In my article last month I touched upon the Spanish singer, "Antonia La Minerita" and the guitar player Manuel Rodriguez, "El Sevillano," at the Prince's Theatre. I ventured to suggest that theirs was a wonderful performance. I have since had the great pleasure of making the acquaintance of these charming people and the opportunity of hearing them at close quarters. Arising out of the enthusiasm of a few *cognoscenti* a small private concert was arranged for July 12th. At this the programme consisted of Flamenco (Spanish Gipsy) music and some more or less classical pieces written or arranged for the guitar. This mixture of programme had the particular interest of showing us the difference between the popular and "classical" outlook. To the mind brought up in the classical school the Flamenco rhythms seemed elusive and complex, and yet on the other hand Manuel Rodriguez, who dealt with these unwriteable phrases in such a masterly and understanding manner, seemed unable to manage the simple square time of an Albeniz Spanish dance, adding odd beats and half bars for very little reason apparently except that having taken a wrong staircase with shorter rises and therefore more steps he didn't care to jump the last two or three to get down to the required landing.

Having mentioned my one objection, which I should not were it not a suggestive starting point for infinite speculation, there is nothing left to do but to praise, and while it is more or less easy to describe faults a description of beauties is the despair of the critic. Not understanding the language, also, cuts one off from the last refuge of the incompetent: telling what the songs were about. Perhaps one's appreciation was sharpened on that account, because of listening only for the music. La Minerita's voice, however much it may puzzle a "Prince's" audience, is a marvel of production and musicianship. It does exactly what is required of it, and one has the conviction that she has no need to think of her technique but only of her ideas. Simplicity, gaiety, humour, pathos, passion . . . shadow and laughter, and all without the faintest suggestion of that false sentiment which we are accustomed to connect with "song singers." For once the term "vocal music" didn't seem to be self-contradictory. And then the wonderful unity between the voice and the instrument. The guitar playing of El Sevillano rivals an orchestra in variability of tone and thought. That he produces all he does from six strings is almost incredible. Here again the technical proficiency and sense of rhythm count greatly. The harmonic basis is simple, though, of course, unusual to our ears. The melodic plan is more unusual still, approaching as it does to the eastern rather than the western method.

To anyone who hasn't heard a Spanish guitar played by a Spaniard any attempt at a description of its capabilities says very little, but it may be mentioned briefly that its elements are as follows. First a certain roaring prelude of chords produced by a superlatively acrobatic feat of the nails of the right hand; secondly a throbbing of chords produced by shaking the first finger backwards and forwards over the strings, then plucked chords and scale passages, sometimes of amazing rapidity, in effect rather like a harpsichord, and also odd and beautiful effects such as harmonics and harp-like passages.

The Albeniz, in spite of the objection mentioned above, was a wonderful thing to hear on the guitar, but it was the Flamenco music which was such a revelation, and all sorts of sayings by ancient and oriental writers upon music became clear and understandable as one listened to it.

RUPERT LEE.

## SCHOOLCRAFT.

### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### NOTES ON THE LEAGUE OF NATIONS.

##### III.—The Arguments.

(1) "Human Nature." A balanced argument. All the deeds, thoughts, ideas we have, bad and good, are "human nature." Civilisation means checking the bad and encouraging the good among these.

(2) "Struggle for existence," and survival of the fittest." The struggle of the scientist is one between species, not between members of the same species (Sir R. Lankester: "Kingdom of Man"). War helps the less fit to survive.

(3) **Sociality.** Human advance has been due to (1) individual efforts, (2) increasing power of co-operation. This second force has been undervalued until quite lately. (Kropotkin: "Mutual Aid"). The League of Nations is a great step in human co-operation.

(4) **Economy.** The essence of war is destruction. In a long or intense war, the victors as well as the conquered are made poorer by the war. The waste is so great that even a desperate chance of avoiding it would be worth examining.

(5) "*Si vis pacem para bellum.*" Not true. Men and nations who wish for peace prepare for peace. Preparedness for war does not make either peace or victory certain. Germany was better prepared for war, in 1914, than any other nation. Each nation can work sincerely in setting up a real League of Nations without neglecting precautions for defence while such preparations remain necessary.

(6) It was possible, and it is still possible, for a village or even a nation to be self-supporting. But this is not possible if a high standard of life and activity is desired. For that purpose, contact and exchange with many other countries is needed. It gets truer every day that the world is one, for human purposes. Suspicion, fear, and selfishness do not even pay.

(7) If a League of Nations fails, we must go back to separate and suspicious countries, with their alliances and treaties. We must live in fear, be driven by our fears to waste much of our thought-power (more valuable than steam or electricity) in mere leakages of hate and panic. We must face a new series of destructive wars.

(8) **Treaties.** The League of Nations is a kind of treaty, and forms part of a treaty. Nations sometimes tear up treaties as "scraps of paper." But if there were no value at all in treaties, they would have been abandoned by this time. They have a value, though they are not perfect. The larger the number of nations that join in a treaty, the stronger the force behind it. A permanent League of Nations will be the greatest treaty in human history.

(9) **The "Status Quo."** There is no reason why a League should have boundaries fixed for ever. Each claim for a change can easily be considered and discussed as it arises.

(10) **Sovereignty.** It is quite true that any League of Nations worth having will set some limit to the claim of any State to be "a law to itself." Treitschke said: "It further follows from the nature of the State as sovereign Power that it cannot recognise an arbiter above itself, and consequently legal obligations must in the last resort be subject to its own judgment." If that be true, no League of Nations is possible. It is not true. Ideas of right and wrong are greater and wider than any single nation or empire. It is one among many human groups; the greatest perhaps, but not different in kind from the others.

(11) The League is a scheme for mutual assurance. Many of the arguments for and against it are brought to light by framing arguments about the possibility, use, desirability of mutual assurance, of any kind.

(12) The first and last need is active belief. The chief obstacle does not consist in the lovers of war, though these exist. More numerous, and more hindering, are those who say: "I should rather like a League of Nations, but I don't think it is possible." Here is the work for the more active believers who have made some enquiry into the matter. We are dealing with a human law of inertia: Every human mind continues in its state of rest until some force acts upon it to change that state. But a state of rest in the matter of League of Nations may be, and probably is, the most dangerous state of all.

(13) Supporters of the League idea may be dissatisfied (very many are) with the present working of the League. But history tells us that an institution, once established, may be altered indefinitely. Letting the present League die because it is imperfect might set us back a century. There is a better way.

#### ABOUT LANGUAGE LEARNING. By P. A. Wood.

Of the methods of learning languages there is no end. The days of Ollendorf are gone. No longer are the present-day pupils taught to answer the question "Have you seen the cat of my aunt?" with "No, but I have seen the grandmother's dog."

As Sweet has pointed out, the fundamental error of this system and its companions lies in the assumption that the natural sentences of a language can be constructed *a priori*. It is possible, as Prendergast has shown, to ring the changes on a sentence of moderate length *ad infinitum*. And much can be learnt by doing so. But the most elementary and necessary sentences cannot be treated in this way: "I have a book" may be changed into "I saw a house," but no such tricks can be played with "How do you do?" or "I can't help it." This sort of sentence must be learnt one by one as if they were simple words like "salutation," or "indifference."

It is a matter of common knowledge that a child living amongst a people speaking what appears a most difficult language will learn to mouth the foreign tongue as glibly as a native born. The tongue is constantly striving to imitate what the ear hears. And so it is with all languages. It is only after an infinite number of attempts that we have learnt to reproduce the spoken sounds we hear around us. What we do unconsciously as children with our mother tongue, the would-be linguist must do with conscious effort when he essays learning a new speech. Most languages have their special difficulties—only to be overcome by this concentrated effort. To a Chinaman the R is a terror. He gets over the difficulty by changing it to the L. Hence his "cully lice." Our W, our Th, present difficulties to the Frenchman and the German never experienced by us after childhood. English is the easiest language in the world to learn—to an Englishman. He on the other hand finds difficulties with the German Ch and the French U, the Arabic *Ghayn* and the Chinese tones. But, having once individualised these sounds, it is only a matter of practice to imitate them with increasing approximation to correctness. Burton, for example, the great Sir Richard, practised a new sound like Arabic *Ghayn* so many thousand times a day.

A quick ear is no doubt the first qualification of a linguist. A good memory is the second—a good memory that is for isolated words. For after all said, one must have a vocabulary, and vocabularies have to be learnt. And though one learnt a whole dictionary, as Gouin is said to have done, it would by no means follow that one could speak the

language, yet under ordinary conditions of study it is needful to make one's daily word lists. And in so far as the learning of words constitutes learning a language, it would no doubt be an astonishment to most people to discover what could be done in this direction with only a few odd minutes during the day.

To quote Burton again, he never worked more than fifteen minutes at this mere memorising. An addition of a hundred words a week to one's acquirements would be within the reach of the average person—and with an effort a much larger one could be mastered. Burton broke the back of a language in a fortnight and learnt it in two months. He managed five hundred words in two days. But he was a master hand at language learning.

However, there is a prevalent opinion that the Englishman is lacking in the ability to learn foreign tongues owing to some conformation of his vocal organs. The Russian or the German is credited with a peculiar twist that gives him the necessary knack. This is, of course, a vulgar error. Anatomically there is no difference in the structure of the tongue, palate, teeth, larynx, that gives the one any advantage over the other. It is a matter of national habit. The Englishman has been content to scorn the foreigner's language and has expected the foreigner to learn English. And the foreigner has consented—to his advantage.

It has always been a matter of amazement that the English pay so little real attention to foreign languages—and this lack of interest not only applies to European languages, but to Oriental. With the vast interests in an empire which embraces lands in every part of the globe, which contains peoples speaking every language under the sun, it is a matter of trite condemnation by men like Lord Cromer and Sir H. Johnston that so little is done to encourage the study of tongues. True, we are beginning to make amends. The School of Oriental Languages exists at last—but a long last, after France, Germany, Russia, and something may yet be done to remove this national reproach. But this by the way. In any case, only few—the favoured few—can take advantage of such aids. There still remains the national indifference—the national laziness which makes a man content to speak no one's language but his own, and that extraordinarily badly, and excuse itself by the imaginary difficulty of the task and an imaginary linguistic disability.

As for the difficulty, well difficulties have a habit of disappearing if approached with persevering attack, and the disability is the refuge of the perverse. One is convinced that there is, outside schools, a good deal of linguistic talent scattered about the country, and if we cannot claim to be a nation of linguists, the call for them is becoming loud. And it is at least as much to be expected of the school that besides doing what it can to lay the foundation of a couple of foreign languages, it shall also inculcate a desire to do more and eradicate the notion that languages can be learnt only in youth.

The late King Edward is said to have been master of several European languages. He spoke French like a Frenchman and German like a German. It is reported that at the advanced age of sixty-one he started to learn Hindustani—and learnt it. Of course, kings have advantages denied to others; it is given to few to be such masters of tongues. But at any rate Edward VII proved that Englishmen can acquire other languages equally as well as Russians or Germans. And one cannot help thinking that too much is to-day being made of a good pronunciation—at the expense of a knowledge of the language. After all what is wanted is ability to read and understand—to train the eye and the ear. To do one is good, to do both is better; and encouragement in the doing may be derived from Jacotot's apothegm, *Tout est dans tout*. Armed with faith

and perseverance much may be accomplished. How much depends on the strength of both. As far as the present writer understands the matter Jacotot's principle underlies the methods followed by Burton and Borrow, Vambery and Mezzofanti, and all who are consumed with a desire to learn and have no other teacher but native wit and cunning.

With a basis of necessary forms and 500 words Burton stumbled through some easy book work and underlining the words he wished to recollect, revised his pencillings at least once a day. This done, he worked up the grammar minutiae and then attacked a book whose subject most interested him. Thus the neck of the language was broken. Professor Brown's method of learning Persian was much the same. He began with an easy text and obtained the general sense of each sentence from his teacher—or a crib if the teacher was wanting. This done he would read the passage over and over again so that tongue, ear and mind might be simultaneously familiarised. It is to be noted that none of them despised the Grammar Book. Mezzofanti learnt paradigms by heart like any schoolboy.

With examples such as these to inspire him and others, the would-be learner of languages need not be discouraged. And among discouraging things in this world an educational bookseller's catalogue stands high. There are books on this method and on that—books explaining A's system and B's system, and no one can tell him which is best. The plain and startling truth is that none is best, few perhaps are even good, for they foster the craving for royal roads and easy methods. They deceive themselves and their readers. Both ignore the priceless necessity for self-help and individual endeavour without which no learner can learn or teacher can teach.

## EDUCATION OF THE BLIND.

### Ways and Means of Teaching.

The education of the blind is a matter which is receiving the closest attention from the National Institute for the Blind, and many of the ingenious adaptations of various forms of apparatus for instructional purposes were to be seen at the National Institute's stall at the Printing Trades Exhibition, recently held in London.

A most interesting feature was the series of maps prepared to illustrate text books and histories. Maps for the blind are made by substituting for the outlines of a map or plan series of embossed dots. These are punched out on metal plates, and reproduced on paper. In this way such works as "Wells's Outline of History" (printed in Braille) have been profusely illustrated with the maps, which are always a necessity in studying the movements of races, and the rise, wane, and fall of Empires. Explanatory notes are given on the maps in Braille characters. Contour maps are also prepared, by which the fingers can ascertain the profiles of mountain ranges, the indentations of a coast line, the area of different crops and climate. There is a wonderful globe, too, with the Andes, the Rockies, and the Himalayas, breaking through the earth's crust like ribs of iron.

For other branches of study there are an arithmetic frame, brass foot rules, tape measures, mathematical boards, models of common objects, such as a river lock, a lighthouse, a plough, a swing-bridge, a lamp-post—objects of which many sighted people are amazingly ignorant as far as their construction is concerned.

An examination of the stall gave the comforting thought that everything which can be done to ameliorate the lot of the blind is being attempted by the National Institute.

## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

**The Allocation of Standard Scales.**

It will be remembered the teachers imagined that in Clause 19 of the Burnham Report on Standard Scales they were safeguarded against any reduction of existing scales. Mr. Fisher makes it plain they are not. The Board will not continue to recognise for grant any scale which is in excess of the scale allocated to the area. Many teachers are hit by this decision—notably those in South Wales and those serving in areas where Scale IV, having been claimed, and no Burnham decision having been registered, they have now been allocated to Scale III, by the Board itself. In two at least of the South Wales areas the teachers have received notices terminating their contracts under existing scales. No doubt similar action will be taken by other authorities.

In the London area the L.C.C. Scale on which the Board has paid grant since 1st April, 1920, and which was specially and separately allocated to the metropolis by the Burnham Committee itself in March, 1920, is now set on one side in respect of its "immediate carry-over." London teachers not at their maximum under the scale on 31st March of this year are to mark time on the rate of salary current on that date and are not to be again placed on their "point of scale" until 1st April, 1923. All the younger teachers are affected, especially the men, and there is great indignation. A mass meeting was held on July 12th protesting against this "violation of an agreement." The London County Council are with the teachers in their protest, and are actively engaged in efforts to secure the removal of the embargo.

In all areas all "divergencies" from the allocated scales are to cease—"I cannot recognise excess of expenditure involved thereby for the calculation of grant," says Mr. Fisher.

Additional payments, allowed by the Burnham Report, for special qualifications or special services, are to be made to appear to Mr. Fisher as "justifiable on principle" and must be "moderate in amount." Every local authority must submit to Mr. Fisher for "review" any arrangements for such extra payments before they can be allowed for purposes of grant.

The Central School Scale of the London Authority and of any other authority having such scale is ruled out. Of such payments to a class Mr. Fisher says, "I have, already, in reply to a question in Parliament, expressed certain views as to the remuneration of teachers in Central Schools providing advanced elementary instruction, and I have asked the Committee to nominate some members from both panels to confer with my officers on this point."

The greatest possible disappointment has been caused by Mr. Fisher's decision on the "carry-over." No teacher is to be allowed to be placed on his correct position on the standard scale allocated and adopted until 1st April, 1923. The "carry-over" is to be effected in three equal instalments in this way: The teachers' salary on his old scale as on 31st March, 1921, is to be subtracted from the teachers' salary (correct position) on the new scale as it will be on 1st April, 1923. The difference is to be divided by three and one-third added on 1st April, 1921, another on 1st April, 1922, and the rest on 1st April, 1923. Where standard scales are already in operation with a carry-over more generous than Mr. Fisher's there is to be "marking time" until correct position under Mr. Fisher's plan has been reached.

**A Lost Opportunity.**

Mr. Fisher's great desire in establishing the Standing Joint Committee was to secure peace. There was a great prospect of its being secured. His letter of 28th June has, for some considerable time to come, shattered that prospect. There is indignation in London; anger in South Wales; grave disappointment and unrest in Manchester, Liverpool and Birmingham; bitterness in all the Scale I. areas, and a revival of the sex bitterness on account of the new blow to the younger men. The National Union of Teachers have accepted the conditions because there was no other course open to them. To have refused the conditions would have been to refuse the scales, to scrap the work of two long years, and leave the majority of the teachers of the country on the P.M.S. In driving so hard a bargain with the teachers Mr. Fisher has lost a great opportunity to secure that peace and educational progress which was his great desire when he set up the Committee.

## EDUCATION ABROAD.

**An American Summer School.**

Writing in the *Manchester Guardian*, Miss Mildred M. Scott describes a summer school arranged to be held at Bryn Mawr College for the benefit of working women. She says:

The School, drawing its inspiration from the Workers' Educational Association in England, goes, nevertheless, a step further—in organising an elaborate plan of University Extension courses for working women during the two summer months, under conditions as like as possible in their amenities to those enjoyed by the middle-class students of the College during term.

Bryn Mawr College is giving its grounds, some of its buildings, and its gymnasium to the School, which is being planned and is to be carried through by a number of the College staff, working with an enthusiastic group of graduates and a committee of representative trade union women. The students are all to be women actually engaged in industrial occupations. The working-class representatives on the Organising Committee were unwilling to include women in domestic service, teachers, clerical workers, and especially superintendents, forewomen, or those even remotely likely to be under the influence of employers.

There are to be seventy students this first year, women between the ages of 18 and 35, chosen by local joint committees of Bryn Mawr graduates and representatives of women workers, which are being formed all over the United States. The expenses of these students (about £50 per head, besides their railway fares) are to be paid by the School, and a campaign to raise the necessary money is now being undertaken by those energetic Bryn Mawr graduates who last year collected an endowment fund of over £600,000 for their College.

The working women on the original Committee asked to have the age raised to 35, so that trade union officials and other leaders of the women's organisations could profit by the work. Most of them had never had a chance to study. They scarcely knew the meaning of "recreation" as the other young women on the Committee understood it, and the prospect of being able to spend two months in that lovely park, with no financial worries, no home responsibilities, no factory noise, and with the spacious library waiting to receive them, the cloister with its fountain (a secret spot of tranquil peace), all theirs to enjoy, seemed almost incredible to those who had never had a single one of these joys. When it was arranged that the students were not to be asked even to make their own beds, so that they could feel quite free from all the ordinary cares of their burdened existences, their cup of satisfaction seemed full.

The work itself will be on the familiar lines of history, political economy, science, and English literature, but the workers' representatives asked also for courses in art and music; and there will be illustrated lectures, and dancing and music in the evenings, besides the swimming bath and organised athletics for the hours of recreation. Young graduates of the College are being encouraged to come back as tutors, to live in hall with the new students and help them to play as well as to work.

All this is quite new for America. There has been, so far as I know, no comparable effort to reach the intelligent trade union class of women workers with a real offer of educational opportunity.



## ASSOCIATION NEWS.

### The Teachers Council.

A preliminary meeting of the Council was held on Friday, 15th July, in accordance with the enactments which govern the Council's proceedings. At this meeting the first business was the election of representatives in certain branches where the appointing bodies had failed to agree upon a nomination. The elections having been made, the new Council was completed, the membership being as follows :—

**UNIVERSITY TEACHERS' GROUP :—**Principal, Ernest Barker, Professor E. T. Campagnac, Professor B. M. Connal, Sir Walter Durnford, Professor J. A. Green, \*Principal F. B. Jevons, Principal Sir Harry Reichel, Professor E. de Selincourt, Professor H. Bompas Smith, Professor J. Wertheimer (one vacancy).

**ELEMENTARY SCHOOL TEACHERS' GROUP :—**Miss O. A. Aston, \*Mr. W. D. Bentliff, Miss E. R. Conway, Miss M. A. Cox, Mr. C. W. Crook, Mr. W. P. Folland, Mr. J. W. Iliffe, Mr. J. H. Lumby, Mr. G. H. Powell, Miss A. A. Scorrer, Miss J. F. Wood.

**SECONDARY SCHOOL TEACHERS' GROUP :—**Miss E. R. Gwatkin, Miss L. James, Mr. H. C. King, Miss E. S. Lees, Miss L. A. Lowe, Sir John McClure, Mr. S. Maxwell, Mr. M. J. Rendall, Mr. W. G. Rushbrooke, \*Mr. A. A. Somerville, Miss E. Strudwick.

**SPECIALIST TEACHERS' GROUP :—**\*Mr. P. Abbott, Professor John Adams, Mr. H. B. Carpenter, Miss M. M. R. Garaway, Miss Helena Graham, Miss M. E. Marsden, Mr. A. Nixon, Dr. H. W. Richards, Mr. A. J. Story, Mr. J. Tipping, Mr. F. Wilkinson.

\*Chairman of Group.

Owing to the lamented death of Mr. H. T. Gerrans, there is a vacancy in the representation of the University of Oxford.

Following the preliminary meeting the first ordinary meeting of the Council was held, and Sir Michael E. Sadler, Vice-Chancellor of the University of Leeds, was unanimously appointed as Chairman for the period, which ends on the 30th June, 1924.

A report on the Council's work during the past three years is to be printed, and sent in the autumn to each registered teacher. This survey shows that the Council has only lately begun to escape from the dilemma which oppresses all new movements. Until it was seen to have the active support of teachers as shown in their willingness to apply for registration, the Council could not pursue any vigorous policy. On the other hand, some teachers adduced, as a reason for not seeking registration, the opinion that the Council's policy was not vigorous enough. In such circumstances the workers in a movement have to enlist all their patience and resolution in the hope that their efforts will bear fruit eventually. Everything considered, the Teachers Council has made very rapid progress, and the report shows that much has been done to establish standards of attainment and to institute forms of professional training in branches where they have hitherto been lacking. The public are slowly becoming aware of the difference between a registered and an unregistered teacher, and before long it will be possible to secure that registered teachers only are appointed to posts of responsibility in educational work.

### The Education Guild.

It has now been decided by the members of the Teachers' Guild that the body shall be known in future as the Education Guild of Great Britain and Ireland. The mere change of name has a significance as emphasizing the fact that membership is open to all who are interested in

education, and it is hoped that the Education Guild will provide common ground for meetings of teachers, administrators, members of education committees, and all who believe in education. Much will depend on the possibility of building up active local organisations, but the rooms of the Guild in London will be open to receive members from all parts of the country.

On Saturday, the 16th June, a highly successful garden party was held under the auspices of the Guild at Bedford College for Women, Regent's Park. Over a thousand visitors were present, and the exhibitions of school work were most interesting. Great credit is due to Miss Busk, Chairman of the Council of the Guild, and to Miss Gertrude Morris, the Secretary, for the excellent manner in which the affair was carried out. Many of those present expressed the hope that the Guild will be able to organise an Educational Garden Party every summer. This and many other activities will be possible if all teachers and people who care for education will hasten to join the Guild.

### The Associated Board of the R.A.M. and R.C.M.

The thirty-second annual meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal Academy of Music, York Gate, Marylebone Road, N.W., on the 19th July. Mr. Ernest Mathews took the chair. The secretary read the report for the year. The number of candidates in the United Kingdom was 6,234 in the Local Centre Examinations, and 41,692 in the "School" Examinations. The chairman, in moving the adoption of the report, commented on the strenuous and progressive character of the work, and stated that the entries had still further increased, over 60,000 candidates having been examined during the year.

The great success of the aural tests introduced last year was noted, and announcement made of yet another departure in the coming year, viz., the introduction of examinations in elocution.

The Board's Publishing Department received commendation, and mention was made of the Board's intention, in response to numerous requests, to issue Books of Scales and Arpeggios, very shortly. It was felt that these were certain to be a great convenience to teachers and candidates.

The loss of valuable services to the Board, consequent upon the retirement of Mr. Saxton W. A. Noble, was referred to, and a warm welcome was extended to the new member, Mr. Philip L. Agnew.

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.

### The Schoolmasters' Year Book.

The S.Y.B., as it has come to be called, is an indispensable handbook to all who are conducting schools. The war has brought about so many changes that the publishers are faced with a very heavy initial charge before the particulars, and especially the biographical section, can be brought up to date. Hence they are inviting intending purchasers to give preliminary orders, and it is to be hoped that all who find the Year Book of service will write at once to H. F. W. Deane and Sons, The Year Book Press, 31, Museum Street, London, W.C. 1, asking for a subscription form.

### Shakespeare for Schoolboys.

An excellent rendering of "Much Ado about Nothing" was given recently by boy actors at Gresham's School in the open-air theatre near Holt. The acting and music were remarkably fine and bore testimony to the admirable training the company had received.



## EDUCATION AT WESTMINSTER.

### MEETINGS OF THE BOARD OF EDUCATION.

**Mr. T. Davies** asked the President of the Board of Education what persons constituted the Board of Education, how often the full Board met, the number of persons present at its last meeting, and the date of such meeting?

**Mr. Fisher:** The Board consists of a President, the Lord President of the Council (unless he is appointed President of the Board), His Majesty's Principal Secretaries of State, the First Commissioner of His Majesty's Treasury, and the Chancellor of the Exchequer. I have no record of any meeting of the Board.

### INDEPENDENT SCHOOLS.

**Mr. Swan** asked the Minister of Health whether, in view of the fact that large numbers of private schools are held in private residences, that many of these residences are unsuitable for such purposes, and that overcrowded conditions inimical to health exist, he will consider the advisability of amending the law so as to enable the medical officers of health to present a regular report to their authorities as to the sanitary conditions of such schools, and the local authority to take necessary proceedings to remedy sanitary defects or the existence of over-crowding in such schools?

**Sir A. Mond:** Local authorities and their medical officers of health have the same powers with regard to overcrowding and sanitary defects in schools as in other dwelling-houses. I am not sure that further powers are required, but the point shall be considered when the Public Health Acts are amended.

### £45,000,000 FOR TEACHERS' SALARIES.

**Mr. T. Davies** asked the President of the Board of Education what was the total expenditure on salaries of teachers in public elementary schools for the year ended March 31, 1914; and what is the estimated expenditure on such salaries under the allocation of standard scales approved by him and the Chancellor of the Exchequer for the current financial year and for the next three financial years?

**Mr. Fisher:** In 1913-14 the expenditure was £16,415,827. For 1921-22 the local Education Authorities have estimated it at £43,298,855. The Board are examining these Estimates, which may require correction in view of the conclusions at which the Board have arrived, on a review of the Reports on Standard Scales and their allocation made by Lord Burnham's Committee. The Board estimate that the full cost of salaries on the new salary scales, when applied to the number of teachers last year, will rise to £45,228,000 in 1923-24.

### Money for Education:

Mr. Middleton Greathead, a Darlington printer, has bequeathed £1,000 to the Grammar School for the purpose of providing scholarships there for the sons of artisan printers.

The City Council of Liverpool Finance Committee have recommended the grant of £15,000 to Liverpool University, and earmarked a tenth of this sum for assistance of children of Liverpool ratepayers attending University courses.

Messrs. George Philip and Son, Ltd., are about to add to their well-known Comparative Series of Wall Atlases a new set: The United States. This new set of eight maps of geographical phenomena, distributions, etc., will be practically uniform in contents with the sets already issued of Europe, Asia, etc.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Professors of History in Conference.

The chief item of interest in the University world was the opening last month of the Anglo-American Conference of Professors of History in University College, Gower Street. Sir Sidney Russell Wells, Vice-Chancellor, of London, presided, and Mr. H. A. L. Fisher, Minister of Education, Dr. T. Franklin Jameson, Director of the Department of Historical Research in the Carnegie Institute, Washington, were the principal speakers. Mr. Fisher provided at least one "Saying of the week"—"Wars are made in school class-rooms before ever they come up for discussion in the council rooms of the State." The conference was continued in the Institute of Historical Research opened a few days earlier by Mr. Fisher.

### Perse School and Dr. Rouse.

Dr. Rouse has been for twenty years headmaster of the Perse School, Cambridge. To mark that epoch an appeal is being issued, over the names of signatories influential in many departments of life, for funds. The appeal not only expresses the desire to do honour to one who has made a place for himself among the pioneers of education, but to enable his good work to be carried on in more suitable buildings. As soon as the money is forthcoming the Governors have decided to remove the school from its present unsuitable position and provide more adequate buildings and playing fields. Perse and Dr. Rouse are as indissoluble an association as Uppingham and Thring. Cheques made payable to the Dr. Rouse Memorial Fund may be sent to E. H. Parker, Barclay's Bank, Ltd., Cambridge, or to H. P. Cooke, "Clevelands," Lyndewode Road, Cambridge.

### A Grammar School Closed.

Longwood Grammar School is closed. The school has been under one headmaster for over half a century, and in a circular addressed to parents the governors say that having reached an age when it is desirable that he should rest, Mr. J. Bottom has tendered his resignation. In consequence, and because the school is in a serious financial position, the governors decided that they could not keep it open longer. The position has been laid before the Local Education Authority, and parents are advised to make early application to the Huddersfield Education Committee, or the West Riding Committee, for admission of their children to some other school.

### Classes for Unemployed Women.

At Bristol a school for unemployed women has been started, under a scheme drawn up by the Central Committee for Women's Training and Employment of the Ministry of Labour. It was originally hoped to find accommodation for 500 women, but for the time being this has for various reasons been found not practicable. The premises at the Wesley Schoolrooms, Baptist Mills, have been chosen, and under Mrs. J. E. Heales about 170 students will be taken through a practical curriculum for twenty-eight hours a week in housecraft, needlework, English and current events, hygiene, household accounts, music and physical training. The course will last twelve weeks. The students are between eighteen and thirty-three years of age, and receive maintenance allowance dependent on regular and punctual attendance. The scheme seems a good one, and is an exemplary experiment in adult education.

Reading has followed on the same lines. A nine weeks' course has been organised by the Superintendent of the Reading Domestic Science Centres. If the need still exists and the experiment now made is successful, the Education Committee will continue the classes in the autumn. The cost is being borne by the Central Committee on Women's Training.

## PERSONAL NOTES.

**Professor J. A. Menzies.**

James Acworth Menzies, Professor of Physiology at Durham University College of Medicine, Newcastle, died at Luton on July 9th.

He was taken ill while travelling to the Empire Universities Conference.

Professor Menzies took his M.D. degree at Edinburgh University and won the gold medal. He was appointed on the staff at Owens College, Manchester, and afterwards in hospitals at Manchester and Rochdale.

**Miss Emily Davies.**

Miss Sarah Emily Davies, famous for her work in connection with the higher education of women, died recently at Belsize Park, Hampstead, aged ninety-one years.

**Mr. W. W. Vaughan, M.A.**

Mr. William Wyamar Vaughan, Master of Wellington College, has been appointed headmaster of Rugby School in succession to Dr. David, the new Bishop of St. Edmundsbury and Ipswich.

He is fifty-six years old, is a son of the late Professor H. H. Vaughan, Regius Professor of Modern History at Oxford, and married a daughter of the late J. A. Symonds. He was educated at Rugby and New College, Oxford. He became assistant master at Clifton College and afterwards headmaster of Giggleswick School. He has held the positions of President of the Modern Languages Association, of the Incorporated Association of Headmasters, and of the Science Masters' Association, being also a member of the Government Committee to inquire into the place of science in education.

**Mr. H. T. Gerrans.**

Mr. Henry Tresawna Gerrans, Vice-Provost and Lecturer of Worcester College, Oxford, died recently.

Born in Plymouth in 1858, he was educated at Cheltenham, Bristol, and Christ Church, winning many mathematical distinctions.

He was closely associated with the legislation of the university and a leading member of the Hebdomadal Council and of most of its important committees, being particularly interested in examination machinery.

**Rev. E. Dale, M.A., D.Litt.**

The Rev. E. Dale has been appointed headmaster of the Latymer Upper School, Hammersmith, in succession to the Rev. C. J. Smith, M.A., who is retiring after twenty-six years' service as headmaster.

Dr. Dale has been in charge of the arts side of the school since 1908.

**Sir George Kekewich, K.C.B., D.C.L.**

Sir George Kekewich died at Hove of heart failure on July 5th, in his eighty-first year.

He was the fourth son of Samuel Trehawke Kekewich, formerly M.P. for South Devon, and was educated at Eton and Balliol, where he took a first in Moderations, a second in Final Classical Schools.

He passed through a somewhat difficult time while reading for the Bar until he was offered and accepted an examinership in the Education Department by Sir Stafford Northcote.

In 1871 he was made one of the new senior examiners.

Later he became secretary of the Education Department, and the first step was taken in the gradual abolition of Mr. Lowe's system of payment of grants by individual results.

He became first secretary to the Board of Education, but, being opposed to the Act of 1902, was superseded by Mr. Morant.

Very happy relations always existed between Sir George Kekewich and the National Union of Teachers, of which body he was the only honorary member.

## NEWS ITEMS.

**A School Reunion in Downing Street.**

Mrs. Lloyd George, who was once a pupil of the school, invited the former students of Dr. Williams's School, Dolgelly, to meet at 10, Downing Street.

About 150 guests were present.

Mrs. Lloyd George referred to the great forward movement which had taken place in the education of women, and said that formerly parents spent more money on the education of their boys than on their girls.

Speeches were made by headmistresses past and present.

Dr. Daniel Williams left a sum of money for educational purposes which was used to found the school and also a library in Gordon Square, London.

**Clever Twins.**

In their final year at Ayr Academy the two girls, Miss Ann J. Gray and Miss Marion C. Gray, twin daughters of Mr. James Gray, were bracketed together for the Coats gold medal awarded to the best pupil in the school.

They attend Edinburgh University, and in 1920 Marion gained first place in mathematics. Her sister was the best woman student in English, shared the Simpson prize, won a Latin prize, and obtained a first-class certificate in ancient history. This session both have won medals.

**Ability Recognised.**

The London County Council have taken the unusual step of awarding a junior county scholarship to a girl of thirteen years without examination because she has given evidence of possessing remarkable literary ability but is unfortunately weak in arithmetic.

Mr. Owen Seaman, editor of *Punch*, thinks that her work shows great promise and that she should be given every opportunity for the cultivation of her gifts.

**An Educational Experiment.**

A building has been erected in the grounds of Bembridge School, Isle of Wight, to serve as a museum and art gallery, but instead of permanent exhibits being shown it has been decided to hold a new exhibition each term relating to some subject of general interest connected with the school activities.

The exhibition for this term consists of materials illustrating the history of the Isle of Wight from the earliest times. It includes maps, models, pictures, photographs, and a collection of geological material.

**Boy Scout for the Antarctic.**

Sir Ernest Shackleton, with the approval of Sir Robert Baden-Powell and Lord Hampton, has decided to include in the personnel of the forthcoming expedition a representative scout. He needs a handy, strong lad between the ages of seventeen and nineteen, not afraid of hard work, ready to do anything that comes in his way and a bit more.

The scout organisation will make a preliminary selection of six candidates, from whom Sir Ernest will choose one who will receive boy's pay at sea rates and all his equipment will be provided.

**Private Enterprise.**

Sir Michael Sadler in an address at Harrogate gave a list of distinguished heads of private schools:

John Milton, John Locke, Thomas Arnold, the Hills, Herbert Spencer's father, Miss Frances Buss, Mr. J. H. Badley, and Miss Gilpin.

**Perse School.**

An appeal has been issued by the friends of the Perse School, Cambridge.

As soon as the finances permit the Governors will move the school to a new site adjoining the present playing fields and they propose to hand to Dr. Rouse a substantial sum to be expended upon important developments.

## LETTER TO THE EDITOR.

The Editor, EDUCATIONAL TIMES.

Dear Sir,—Your comments in the July number of THE EDUCATIONAL TIMES are among the few sensible and sane things that I have read lately about Mr. Fisher and the Burnham Committee. Some self-constituted prophets have preached us homilies and given us essays on what we were about to receive, and what we might have received, and in short exhorted us to be grateful for the beneficent Burnham Committee and its mentor Mr. Fisher. The things I am going to say about them both I have been trying to say for the last twelve months, but no one seems to appreciate the grounds of my contentions. I am not just grouching about salaries; there are many things I could say about them and many criticisms I could offer on standard scales. That is not my point. I refuse to rise up and bless anybody—there has been so much bungling that I want to execrate somebody. And it is difficult to know whether to begin with Committee or Committor. As the Holy Roman Empire was so called because it was neither holy, Roman nor imperial, I am wondering whether the Joint Standing Committee may not have been called by that name because it joins nobody, has no commission, and doesn't stand on its dignity but sits at the feet of Mr. Fisher and the Chancellor of the Exchequer.

I am not disappointed with the Burnham Committee because of their finding, but annoyed with them because of their fooling. They seem not to know just what their job was. To them was committed the task of finding an orderly and progressive solution of the salary problem. Their solution was, on being accepted by the party whose representatives had not plenary powers, to become the basis of future arrangements between authority and teacher. Six months after finding their solution they were to prepare and publish a schedule of allocated scales. This schedule was to be based on provisional agreements which would be "confirmed or otherwise"—which agreements we were invited to make. The only point which required confirmation was the particular standard scale selected. Confirmation of any scheme of carry-over was not necessary. That concerned the parties only.

Now if the Joint Standing Committee had known what their function was they would have carried it out according to their promise. If Mr. Fisher had instructed them that their decisions required his sanction and approval before publication, we should have been so informed. If Mr. Fisher did not tell them this, then it was their business to carry out their duties within the terms of reference laid down and leave the consequences to him. The Report of September 30th last which embodied their findings was issued to the world as the accepted basis for future contracts between teachers and authorities. In a large number of cases agreements were immediately entered into. They were confirmed by the Burnham Committee according to their undertaking. Three months later certain documents were published which aimed at making these agreements so much waste-paper. What was the consequence? Parsimonious and ignorant committee men began talking about contracts being merely "provisional," or dependent for their validity on the ratification of Mr. Fisher, of the Board of Education, of the Government—or some other convenient third party behind whom they might hide themselves. That kind of talk is to my mind mere ignorant folly.

The letter from Mr. Fisher of December 24th was written to Lord Burnham. It was written, be it noted, three months after the committee over which that gentleman presided had found its solution. The opinions expressed therein were doubtless proper opinions. But they were expressed too late for them to have any effect on the solution so far as the Committee was concerned. The question was settled. The Burnham Committee, had it known its business, could make only one answer. It did not make that answer. It made another; overcome by the advantage of the personal interview they had had with their mentor, they practically tore up their report—they made the one answer they were powerless to make—they provided us with yet one more instance of that levity with which contractual documents are treated by those who are parties to them.

Look at paragraph 9 of this report of last September. Therein is laid down a perfectly simple and understandable method of "carry-over" from the old scale to the new. That method was a "minimum" method. Every new scale was to come into operation not later than April 1st, 1921. Every teacher was to be

placed at his "correct position" on the new scale on the third anniversary of the date of the adoption, at the latest. This paragraph, like the others to which I have referred, formed part of the terms agreed to by the mass of teachers in the country and acted on by them and the authorities. Four months later this vacillating Joint Standard Committee, through its joint honorary secretaries, published a letter to local authorities telling them that it had changed its mind. Instead of April 1st being the latest date, they had "unanimously but regretfully" agreed to say it was the earliest date. Instead of the three instalments of the carry-over being the maximum number of steps for climbing up the ladder, they were to be the minimum; in other words the "minimum" carry over was to be the maximum. Authorities might take a longer but they might not take a shorter time. Instead of the steps being in a ratio of 2, 1, 1, they were to be 1, 1, 1. These three fundamental changes they called "modifying to some extent their previous decisions."

A Committee which doesn't know its own mind, that says one thing to-day and an utterly different thing four months hence, is a useless committee. It was altogether outside its power either regretfully or otherwise to modify anything which had been accepted by the parties whose duty it was to accept or refuse. Its power lapsed on September 30th, 1920. It could not be revived except by the consent of the parties who had agreed to be bound by it.

Of course it has a defence. But it is a defence which will not hold water. What is it? The letters which passed between Mr. Fisher and Lord Burnham last December and January. But those letters could be met by only one reply. They were too late. Mr. Fisher had put himself out of court by his own acts. And here comes in the whole picture of the constitutionality of Mr. Fisher's action. I submit, wanting evidence to the contrary, that Mr. Fisher has taken up an entirely false and indefensible position. His letters were *ultra vires*. The conditions as I apprehend them are perfectly plain and understandable. Mr. Fisher has time and again told us in Parliament that the Board of Education had nothing to do with salaries. Salary scales were a matter for arrangement between local authorities and teachers. We have it laid down in Statutory Rules and Orders, 1919, No. 877 (Grant Regulations No. 8), which constitute the "Provisional Code of Regulations for Public Elementary Schools in England," that grant is payable annually on certain terms. One of these terms is "that the salaries paid by the authority to teachers comply with the minimum rates prescribed by the Board," and those minimum rates are set out in a footnote. So far as I have been able to discover no amendment has been issued to these Regulations which changes their effect. Grant Regulations Nos. 1 and 2 certainly don't do it. Circulars 1190 and 1195, though they are official documents, are only binding in so far as they do not amend the law. They are not laid before Parliament and cannot have any bearing on the matter. The local authority must submit estimates, and if we were in doubt about the meaning of these before the Board has settled that for us, for in its reply to a definite question on the point the Croydon Authority was informed that estimates have not to be submitted to the Board for approval.

If then I am not wrong in my law, not only has the Burnham Committee acquiesced in the false position in which Mr. Fisher has placed it, but Mr. Fisher has acquiesced in the wholly false position in which the Chancellor of the Exchequer has placed him. It is not within the power of any Minister or all the Ministers together to alter the law of the land in which we live and earn our salaries. If Mr. Fisher and the Board of Education want that law altered—and it is obvious that they do—then they can get it done in the proper way. But until they do, local authorities and teachers have nothing to do with Burnham Committees or Bureaucratic Departments, unless they of their own motion agree to be bound by their decisions. The whole constitutional aspect has changed during the last six months, but no document or statutory authority has set forth what the change is. Between them, Mr. Fisher and the Burnham Committee have created a chaos of uncertainty for authorities and teachers alike, and I can see only one way out of it—some bold, bad teacher or bold bad authority should get His Majesty's High Court to set us all right again.

I am, yours, etc.,

QUOUSQUE.

## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### Mr. H. G. Wells and Education.

Mr. Wells is still re-creating the world—on paper. The times are obviously out of joint, but he would set them right. In his latest book, "The Salvaging of Civilisation" (Cassell, 7s. 6d. net), we have the author at his best and at his worst. We miss the earlier charm of the honest perplexity of "Mr. Britling," for here is a querulous, angry, and even truculent mind, as of one slowly convalescent from the grave mental disorder of the war, who has not yet recovered his usual equanimity.

We would hesitate to apply the term "pot-boiler" to the work of such a writer, yet this latest book is more than usually patchy, and the joints of Mr. Wells' scheme stand out gaunt and angular; they creak in pain as we read. Thus, at the outset, we have old Magazine articles on "The Probable Future of Mankind," followed by "The Project of a World State," which is so patently and admittedly the expanded synopsis of a lecture for American audiences that, when read in this setting, the oratorical quips, compliments and nuances appear somewhat flashy and meretricious. The remainder of the book deals at length with "The Bible of Civilisation" and with Education in the projected World State, the whole forming two hundred pages of stimulating if provocative reading.

Starting from the simple and comprehensive principle that whatever is, is wrong, Mr. Wells belabours most of our conventions, institutions, and cherished convictions with the most resounding thwacks of his inimitable truncheon. Not even the highest is sacrosanct, for, on the convenient journalistic principle of thumping first and explaining afterwards, he writes (on page 30):

"These smiling tours of the Prince of Wales in these years of shortage, stress, and insecurity, constitute a propaganda of inanity unparalleled in the world's history." But (on page 84):

"Recently we have watched with admiration and sympathy the heroic efforts of the Prince of Wales to shake hands with and get his smile well home into the hearts of the entire population of the British Empire, of which he is destined to become the 'Golden link.'"

But it is with Mr. Wells' views on education that we are more particularly concerned. Here he seems confident of his ground if somewhat ignorant of his facts. Thus to justify his assertions, he states (page 148) "I am a trained teacher and a student of pedagogic science." And again (page 155) "I am an old and seasoned educationist," though with disarming modesty he opens a chapter on "The Schooling of the World" with the statement that "I am myself a very uneducated person." Such unwonted humility is less than page-long, for with triumphant shout and overwhelming rush he lays flat a cardboard citadel of his own creation which he imagines to represent present-day education. He is particularly trenchant in dealing with what he states to be the typical school of to-day. Thus (page 158):

"Think of the ordinary schoolhouse—a mere empty brick building with a few hat pegs, a stale map or so, half a dozen plaster casts, a few hundred tattered books, a blackboard, and some broken chemical apparatus: think of it as the dingy insufficiency it is."

And again (page 159):

"... if you go into any school of to-day you will find an inexperienced and ill-prepared young teacher giving a clumsy vamped-up lesson as though it had never been given before. He or she will have no proper notes and no

proper diagrams, and a halting and faulty discourse will be eked out by feeble scratchings with chalk on a black-board, by querulous questioning of the pupils, and irrelevances. The thing is preposterous."

Preposterous is a good word for these misleading statements, with their insidious *suppressio veri* and *suggestio falsi*. Mr. Wells, if in earnest, must be relying on his memories of schools a generation ago. On page 37 of this book he states that "The politicians and masses of our time dance on the wires of their early education." Accepting this truth, we must admit that Mr. Wells has reached the Jazz stage.

But having thus to his own high satisfaction demolished the growth of centuries, he proceeds to erect on the ruins a strange creation which has striking resemblances in its uniformities and general shoddiness to the "Housing Scheme" dwellings now arising in hundreds on the outskirts of our cities. Thus he would standardise our primary education on the lines of mass-production. Lesson-notes, gramophones, cinematographs and similar aids would take the place of the present system. These, all of standard pattern, would hand out "instruction" to children throughout the world. But surely Mr. Wells' wide researches will have discovered for him that mass-education was tried long ago by the methods of Bell and Lancaster, and has been found wanting, while such a rebel thinker as he will agree that education is something more than gramophoned knowledge, and that the most wonderful lesson note in the world delivered by the loudest stentorphone yet invented will miss the personal inspiration of the "halting, faulty" teacher he has scorned above.

On the usual subjects of science, mathematics, languages and history he says much that he has said elsewhere before. His latest crusade on behalf of history teaching is here clearly indicated. For this he demands knowledge wide rather than deep—witness, he tells us, his "Outlines of History." We are not impressed. Intensive study in a smaller range of topics may make a man as efficient a member of the community as this hasty skimming over the whole range of world history.

And this illustrates what we consider to be the weakness of the whole book. Education is more than fact-accumulation, yet the author gives us little or nothing of inspiration, of ideals, of a more desirable life. So, too, he neglects the effect of personality in education (though he pays tribute to the influence of Huxley). Rather, he seems to look to a machine-made education which will produce a world-spread race of peace-keepers from prudential rather than from moral motives. A certain cold brilliance illuminates the pages, but of the warm glow of hope, and faith, and reverence, we find none at all. Yet everyone, particularly teachers, should read the book, for it stimulates even where it annoys, and if it shakes our complacency, however harshly, it has perhaps, achieved the author's object.

SILAS BIRCH.

#### Manchester finds another Wrangler.

An old pupil of the Lily Lane Council School, Morton, Lancashire, Mr. Arthur James Carr, was placed among the Wranglers in Part II of the Cambridge Mathematical Tripos. From the Council School he entered Manchester Municipal High School in 1912. With a bursary in 1913 he progressed till he entered Trinity in 1917 with a University scholarship of £60 for three years. He joined the Army in the same year and the scholarship was held over. He resumed it later, and in June last brought honour to himself and to Manchester by his success.

## REVIEWS.

## Education.

PRESENT DAY PROBLEMS IN RELIGIOUS TEACHING: by Hetty Lee. (Macmillan and Co. 3s. 6d. net.)

After reading through this extremely interesting and inspiring little book many people will find themselves in the position of being much more impressed by the difficulties than by the solutions offered. Miss Lee has a very keen appreciation of where the shoe pinches, and she intensifies the trouble by the mass of brilliantly critical and distractingly apposite presentations of the case made by the youngsters of all stages of immaturity.

The young critics are represented as in most cases having the right end of the argument, and it is sometimes openly stated and at others certainly implied, that our business is often to confess this to the child. We must fall back upon cautious statements such as "So far as we can tell, it happened like this." But Miss Lee can hardly be happy about these *caveats*. She knows too well the deadly directness with which children meet such evasions. Their one straight question clenches the matter: "Is it true?" Though the book has no royal road to a solution of this fundamental problem of how to answer children's questions, it does supply an enormous number of subordinate aids. The mere presentation of the same problem in such a rich variety of ways is a help. No one can go through the illustrative cases in this book—in a great number of instances they come from Miss Lee's personal experience—without being better able to envisage the position as a whole and to adopt an attitude that will meet difficulties as they arise. For the teaching of the book enables us to realise that teaching is in every instance an interchange of ideas under varying conditions, and that the treatment must vary with the personalities and the conditions involved.

The problem of Christian Method in Education is well treated. After all, every professing Christian is faced all day long with the difficulty of squaring the principles of his faith with the facts of ordinary life. Such matters as the psychology of fear, the cane, psycho-analysis, and the N.U.T. appear a little remote from religious teaching, but the reader will find that they all have their legitimate place in the argument. Miss Lee may not be able to get some of us stiff-necked teachers to accept all her doctrines, but the spirit in which she writes cannot fail to make us regret that we cannot always follow her. C. C. C.

TEACHING THE MOTHER TONGUE: by P. B. Ballard. (Hodder and Stoughton. 4s. 6d. net.)

Dr. Ballard here covers well-trodden ground, and by all the rules of the game he ought to have produced a dull orthodox compendium. Instead he has given us one of the brightest educational books that has ever appeared. Once taken into intelligent hands it resists being put down, and its convenient length makes it possible for the reader to yield to its charm without altogether neglecting his other duties for that day. *The Limitations of Grammar* are set forth with what should be the wearisome iteration of eight chapters, but turns out to be the delightful enjoyment of an eight-faceted gem. No doubt writers like Professor Ritchie will put in a claim for more attention to grammar in the interests of modern languages; but all that he and his fellows demand can be attained within the limitations set forth in this book. Few writers approach the skill with which Dr. Ballard combines the amusing with the useful. We read with a ripple of smiles, and yet every illustration tells from the practical point of view. His methods are often ingeniously simple, as for example, the omissions suggested on page 43. There is a Thring-like air about the chapter-title *Watering-pot and Pruning-hook*, and the text justifies the comparison. In *The Importance of Reading* we have an account of the "penny dreadful" that reaches lyrical heights. How few masters can enter into the spirit of these rags with the zest and insight of Dr. Ballard! And to think that I had never even heard of Bessie Bunter! The reader is inclined to reproach himself for being so tickled by the humour of the presentation, when, hey presto! our author introduces the doctrine of Catharsis and salves our self-respect by the dignified associations of Aristotle. *The Making of Speakers* offers an opportunity for excellent matter on oral composition, while *The Making of Writers* gives scope for some of the wisest ideas I have come across on this fundamentally important matter. *The Making of Critics* is hardly so happy, for Dr. Ballard is led to revive certain hair-splitting arguments about words and

phrases that are more irritating than instructive. The acrimonious controversies that raged round the Queen's English, the Dean's English, and Washington Moon's English are hardly edifying. And yet—it will be noted that I am taking full advantage of the permission to begin sentences with *And*—when the din of controversy has died down, there is perhaps a good deal to be learnt from the old squabbles. Unfortunately my individual experience of this hair-splitting was rather bitter, as I had to work out the disputes as part of my school grind. Had they been presented by a Dr. Ballard I should no doubt have taken a different view—the view his fortunate readers will take to-day. J.A.

SUPERVISED STUDY IN ENGLISH: by A. Laura McGregor. (Macmillan and Co. 8s. 6d. net.)

Professor Alfred L. Hall-Quest, of Cincinnati University, made certain investigations resulting in the publication of his "Supervised Study." The book attracted a good deal of attention, and was followed by another under his editorship, "Supervised Study in History." The present book is the next in this series. One of the main purposes of supervised study is "to supervise and direct the individual while he teaches himself." It is correlated with what in America is called the longer class period. Sixty, eighty, and ninety minutes are the periods involved, and if the supervision method is adopted this period is divided up into three parts—one-fifth of the time is given to review, two-fifths to assignment, and two-fifths to silent study. Review means generally an introductory and revisory process; assignment implies the statement of the problems to be considered and the methods to be used in their solution; the silent period is devoted to the independent study of the individual pupils. Some are inclined to restrict the term supervised study to the silent period, but it is obvious that the other two are of the very essence of the method. It is worth noting that sometimes the review becomes a pre-view and involves the introduction of matter not previously brought to the pupils' notice.

Obviously the method can be applied to any subject, but some kinds of school work lend themselves more easily to it than do others. Miss McGregor shows us that English is a rather difficult subject to treat in this way, and then proceeds in a very workmanlike way to show how it can be done. She makes it plain that there must be no rigidity in applying the plan. The time distribution, for example, may vary from lesson to lesson. Naturally the "project method" is largely employed, and the suspicious English reader will realise that here we have an answer to one of the most persistent criticisms levelled against "projects" in school. We are shown in these pages how the project material can be systematised so as not to dislocate the ordinary work of the school. In fact, on first glancing through Miss McGregor's pages, the reader may be tempted to think that they exemplify too much system. It is a case in which two opposing criticisms neutralise each other, and we are led to the conclusion that the author has hit upon the happy mean. No doubt the material supplied is definitely American; but in English, more than in most humanistic studies, the subject matter is common to the two great English-speaking races, and our teachers will find themselves quite at home in these helpful pages. J.A.

EDUCATION IN ENGLAND IN THE MIDDLE AGES: by A. W. Parry. (W. B. Clive. 7s. 6d. net.)

The fact that this book was approved as a thesis for the doctorate of the University of London is a sufficient guarantee of its academic accuracy, but such an austere recommendation is apt to convey only a chill sense of satisfaction to the reader. He need not trouble his soul: the book is readable as well as scholarly. There is humanity throughout, and even the dismal pages of cloistered chronicles are made to give out sparks. The author has a mind of his own, and while he is obviously familiar with all the authorities, he jealously retains the right of private judgment. Even so overpowering an authority as A. F. Leach does not daunt him, for, without in the least failing in respect towards one of our most competent writers, Dr. Parry adopts opposing views on several matters. Perhaps the most useful chapter in the book, indeed, is that on *Some Terms in Dispute*, where we have a well-reasoned and well-documented discussion of several points that ordinarily give rise to a good deal of confusion in the mind of the student. For its size this is probably the best English book on its subject. S.K.

**THE SUPERVISION OF INSTRUCTION :** by H. W. Nutt. (Harrap and Co. 7s. 6d. net.)

In England there is no official corresponding to the American School Supervisor. Accordingly a work like this does not appeal to a definite section of our school people. This leads us to enquire whom the book concerns on our side of the Atlantic. The answer includes all acting teachers who have the responsibility for student-teachers, all members of training college staffs whose duty it is to organise and supervise the practical work of students-in-training, and all inspectors of schools whether local or central. The width of the appeal is indicated by the fact that Mr. Nutt dedicates his book to "The Teaching Profession." He proceeds very systematically to examine the nature of the work of the supervisor, and is led at once to lay down certain principles of method in what he calls "the job of supervision." It soon becomes clear that the needs of the subject demand a consideration of the whole matter of school method and organisation, always of course with a close reference to the work of the outside expert who is ultimately responsible for the success of the schools. The plan adopted will rather appeal to our ordinary English teacher who is always on the look-out for what are vulgarly known as "tips." These abound in Mr. Nutt's pages, but they are not introduced haphazard; they form a part of a well-organised scheme. The plain teacher who will never have anything to do with supervision in the American sense will benefit much by what is here set down; but Board of Education and County Council inspectors will learn more.

To begin with, they will be made to realise that their function is not purely inspectorial and critical. Their duty ought to include instruction and inspiration. If the schools in their district are bad they must share the blame, and must set about improving matters not merely by scolding the teachers but by showing them how to improve, and by setting them an example. Chapter XIV contains matter that our old-fashioned inspectors would have greatly benefited by reading. Even as things are to-day there will doubtless be found some teachers tempted to send a marked copy of this book to the inspector of their district. Not only is the conduct of the visiting supervisor marked out for him, but in succeeding chapters the testing of the testers is taken in hand, and we have an answer to the popular newspaper question: *Quis custodiet ipsos custodes?* At the founding of a well-known English Training College Lord Rosebery complained that there was little good in training teachers if we did not also train those who were to inspect them. He would find a certain satisfaction in reading Mr. Nutt's clear and pointed suggestions on this head. C.C.C.

**AMERICANISATION : A SCHOOL READER AND SPEAKER :** by Ellwood Griscom. (Macmillan Co. 5s. 6d. net.)

It is too much to expect that this book will have a wide circulation in England. The first two parts, dealing respectively with *Foundation Stones in our History and Institutions*, and *The Story and the Meaning of our Flag*, say what we expect them to say. Part Three, with its *Great Names in American History*, makes an appeal that will not be neglected by the broadminded Englishman. *Incentives to Patriotism*, as set forth in Part IV, will rouse mixed feelings in the British public. But the *Present Day Problems* of Part V make us wonder where we are. Most Englishmen will feel quite out of their depth among these problems; which is a pity, for underlying them are principles that are in action among ourselves. It would well repay all honest subjects of King George to read, digest, and apply what they find in this book, even though it asks questions at the end of each section that it does not answer in the text—as, for example, the "What is meant by the term 'Anglo-Saxon' at the end of Jane Addams' *The Higher Patriotism?*" In self-defence we should publish "Britification: a School Reader and Speaker," and make a treaty with the United States for an exchange of text-books, so that the countries might get to know more about each other. In the meantime we must depend on private enterprise for the pushing of this unusual book among English people.

**SCHOOLS WITH A MESSAGE IN INDIA :** by D. J. Fleming. (Oxford University Press. 6s. net.)

Dr. Fleming was the American representative on the Commission on Village Education in India, sent out by the various missionary societies of Britain and North America in 1920. His book, therefore, is written from knowledge obtained on the spot; but it is not presented in blue-book form. It would be well if most Government reports were accompanied by an

addendum like this book, in which the same facts are reviewed from the purely human and the artistic point of view. Twelve types of school are selected for description. No doubt the plain man who reads the illuminating text and looks intelligently at the excellent pictures that accompany it will still be far from having an adequate knowledge of the conditions of village education in India, but he will certainly have a much better idea than he had before. Educationists may not have very much to learn from India—though the "Family System" may throw some light on one or two of our present day problems—but their views will be broadened by the consideration of our recognised principles projected against a novel background. Then there is inspiration to be had from many quarters, and especially from all that is associated with Shantiniketan.

### English.

**THE TEACHING OF ENGLISH :** by W. S. Tomkinson. (Clarendon Press. 6s. 6d.)

All who are anxious that the teaching of English in Elementary Schools shall be a real training in the use of language and in the appreciation of literature will welcome Mr. Tomkinson's book. It is full of good things. Books on teaching sometimes succeed in providing the teacher with useful hints and suggestions for classroom procedure, sometimes (and this is more valuable) in enlarging and ennobling the teacher's ideals. Mr. Tomkinson in his little volume achieves both these ends. He insists on the need for realising that writing is an Art, to be practised in the same way as painting and sculpture; and the book is evidence of Mr. Tomkinson's ability in the art, as well as of his wide experience in teaching. Nothing could be better than his chapter on "Appreciation." At a time when men's minds seem to run mainly on material affairs, the thoughts expressed in this chapter are especially valuable. The exercises in oral and written speech are full of suggestion, and we can heartily recommend the book not only to all teachers but to all who are interested in the use and practice of the mother tongue. The preface is written by Mr. E. A. Greening Lamborn.

**TWO PLAYS FROM THE PERSE SCHOOL.** (W. Heffer and Sons, Ltd. 3s. 6d.)

The Perse School is well known for the directness and vitality of its methods in the teaching of language and literature, and this little book shows that boys, if given the opportunity, can write really good plays.

The first of the two plays, "The Death of Roland: a Tragedy in Blank Verse," is written mainly by one boy (aged fourteen years ten months). The second, entitled "The Duke and the Charcoal Burner," is written in lighter vein and is the outcome of group work by the pupils of Form IIIA.

Apart from the literary merit of the former, which in itself is quite remarkable, both plays show real dramatic feeling and provide very good material for "acting."

The volume also contains a preface by the headmaster, Dr. W. H. D. Rouse, and an introduction on Dramatic Teaching in Schools by Mr. F. C. Happold, the form master of the young playwrights.

Mr. Happold gives an interesting account of how the plays came to be written, and of the difficulties which had to be overcome, and incidentally contributes some valuable and suggestive ideas on the teaching of language.

Experiments in the "Dramatic Method" are being widely made at the present time, and all who are engaged in the work will find the book both interesting and helpful. P. M. G.

**THE APPRECIATION OF LITERATURE :** by A. G. Tracey. (Sir Isaac Pitman and Sons, Ltd.)

This book forms a most helpful guide to reading. It gives some excellent advice on what to read and how to read; what to look for in literature and how to find it. Mr. Tracey is evidently a lover of books and he infects others with his enthusiasm.

The book is alive with well-chosen extracts from the best of our English literature, and in addition Mr. Tracey has some very sound things to say about books.

As for example:

"There is plenty of entertainment and amusement to be found in books if we know where and how to look for it, and it may be taken as a safe guide that the better written a book is, the more entertaining it is. It is the loosely constructed, sloppily written, cheaply sensational novels, enjoyed by those who have not had the courage to try anything better, that are boring; these may



be read once, but very few will stand the test of re-reading, while those which we have been discussing are the more enjoyed at every reading and end by becoming real tried friends."

And again :

"Whatever our desire may be the best food we can find to still our craving lies between the covers of books."

It is impossible to read what Mr. Tracey has to say without feeling a new keenness for books, and we feel sure this little book of his will be found most useful to teachers generally, and in particular to those engaged in teaching English to senior pupils.

At the end of each chapter there is a short but very excellent list of books recommended either for general reading or detailed study.

P. M. G.

**AN INTRODUCTION TO THE READING OF SHAKESPEARE :** by Frederick S. Boas, M.A., LL.D. (Duckworth and Co. 2s. net.)

This little book of seventy-two pages is an introduction to the study rather than to the reading of Shakespeare. In the pre-fatory note the author claims that the book is an attempt to remove the obstacles which stand in the way of the understanding and enjoyment of Shakespeare's work.

The main obstacles, one suspects, lie not in Shakespeare but in the reader, and with these the book does not attempt to deal.

There is, however, much useful information which the young student will find of interest.

Mr. Boas deals very clearly with the characteristics of the Elizabethan stage, the forms in which the works of Shakespeare were first published, and Shakespeare's technique as a playwright. Particularly valuable is the way in which the author traces the evolution of Shakespeare's art, indicating the main characteristics of the different periods and phases of his work. The chapter on Shakespeare's language clears away many obscurities due to differences between modern and Elizabethan spelling and pronunciation, and throughout the book runs an acceptable appreciation of the power of Shakespeare's genius.

A useful bibliography is added.

**SHAKESPEARE'S ROMEO AND JULIET :** edited by B. I. Evans, B.A. (W. B. Clive, University Tutorial Press, Ltd.)

For those who feel that Shakespeare may be presented with advantage in the form of an annotated edition, this will serve at least as well as any other.

It contains a brief biography of Shakespeare and the customary introduction dealing with the date of the play, the plot, metre, characters, and other matters usually dealt with in editions of this kind.

Copious notes and a brief synopsis of each scene follow the text, and there is a useful index to the notes.

The editor has done his work well. The volume is well bound and the printing and paper are of a better quality than is to be found in many recent publications.

**A COURSE OF ENGLISH COMPOSITION :** by S. E. Winbolt. (Blackie and Son.)

An excellent little volume which we heartily recommend to all teachers of English. They will find plenty of useful hints and suggestions as to method, and an abundance of useful exercises.

The book is primarily intended for the pupils themselves, and the author has succeeded in presenting his matter in such a way as to appeal strongly to boys and girls.

The book is interesting and stimulating, and makes one eager "to try one's hand at the game."

In his anxiety to reach his young readers, the author adopts an easy style, but we feel he is scarcely loyal to his subject when he says "he hopes his pupils have picked up a few dodges" in the art of writing.

But in the main the book is more interesting and more helpful than the vast majority of books on this subject, and we should like to see it in use among both pupils and teachers.

**AN ETYMOLOGICAL DICTIONARY OF MODERN ENGLISH :** by Ernest Weekley, M.A. (Murray, 42s. net.)

Mr. Weekley begins his dictionary with jests, and continues it in the sanity of humour. His illustrative quotations, he tells us gravely, range from Bede to Bottomley. For his vocabulary he combines (1) the Concise Oxford Dictionary, (2) Cassell's New English Dictionary, and (3) his own choice collection of slang and semi-slang. The result is a refutation, in over 1,600 pages, of the necessity of dulness.

**THE PROGRESS TO LITERATURE : Teachers' Handbooks, I to VI.** Edited by Richard Wilson. (MacMillan and Co.)

Teachers who are using this series of reading books will find these handbooks at once helpful and suggestive.

The danger of such handbooks is, of course, that teachers are apt to depend too much on them for their method of working, in fact the thinking is done for them instead of by them.

It is true the author points out in his general introduction that these handbooks are mainly for young and inexperienced teachers, but it is just these teachers who must learn to think for themselves if their work as teachers is to be really effective.

If, however, the books are used for their suggestion, and not slavishly followed, they will be of real value.

Dr. Wilson knows his subject and knows how it should be taught.

**MEN OF MIGHT :** by A. C. Benson and H. F. W. Tatham (Published by Edward Arnold : 6s. net.)

This volume contains twelve short biographies compiled, as the authors state in their preface, with a view to being read to small sets of boys from 15 to 18 years of age.

The biographies are presented in chronological order, and range from Socrates to Father Damien, and including, among others, Mahomet, Savonarola, Michael Angelo, John Wesley, and General Gordon—all men of deeply religious mind—indeed, it is greatness of soul rather than intellectual or physical power which the authors have seized upon as the main theme in each individual life.

There is, consequently, a somewhat solemn and religious note running through the book, but this is happily free from any sentimentality.

If we have a feeling of sadness in reading of the sufferings which these men endured, it quickly gives way to a still stronger feeling of admiration at their splendid heroism and undying faith; and the impression left in each case is one of strong and vigorous manliness, emphasizing those qualities of courage, untiring energy in pursuit of an ideal, and pure unselfishness which is sure to appeal strongly to young minds and cannot fail to exert a strong and wholesome influence.

These biographies are indeed the lives of the saints in the broadest and best sense of the term, and we should like to see this book in every school library and in the hands of all who are engaged in the education of the adolescent.

The names of the authors are a sufficient guarantee of the excellence of style in which the lives are written.

**COMMON ERRORS IN COMPOSITION :** by Mary Humphreys. (Cassell and Co. 8d. net.)

This book treats of common errors in grammar, syntax, style and punctuation. We doubt if there is any real need for another book of this type. The capable teacher always has a personal collection of such errors, which are many times more valuable than a collection made by someone else.

**THE EDUCATIONAL ENGLISH GRAMMAR :** by F. D. O'Byrne. 1. For Junior Scholars (6d.). 2. Progressive (1s.). (Educational Company of Ireland, Dublin.)

These little books contain a great deal in a small space. The Junior book deals with analysis and composition, and the Progressive book includes grammar, harder analysis, prosody and composition. The matter if conventional is clearly set out and the books should be useful in Irish schools.

**ORIGINAL COMPOSITION IN ENGLISH :** by Michael West. (Longmans. 4s. 6d.)

This book is marked by a certain ingenuous outlook as of a schoolmaster obsessed with his school and his pupils. We do not like the term "Original Composition," for surely all composition in the general sense is original. It is a misnomer in another sense, for the book includes business letters, precis work, and an appendix on how to pass examinations in general, which topics are not usually included in a book on composition. In the body of the book much attention is devoted to the essay, though we do not see any grounds for treating what the compiler terms the "Substance" essay before the "Artistic" essay, nor do we understand upon what principle technical description is taken before simple description. It is typical of the book that the student is gravely instructed (in fifteen pages) in the art of writing poetry. Taking the book as a whole there is not much in it of real value, and some things which are bad, such as the advice on "Development" essays in Chapter 4, a procedure which can only result in superficial knowledge of the most misleading kind.



**THE NEW WORLD. COLLEGE READINGS IN ENGLISH:** by Harold Bruce and Guy Montgomery. (New York: The Macmillan Company. London: Macmillan and Co. 11s. net.)

This book is somewhat arresting in its novelty. Its purpose, as set out in the preface, is to provide material for English study which is not hackneyed or didactic, and in this there is no doubt of its success. The first eighty pages are occupied by an introduction on Thinking and Writing, and Studying and Reading. This introduction is typically American in its outlook, with its terminology of Rhetoric, Assignment, Theme, and others, and while it contains many things of value there are patches which spoil a pleasing effect, as when the student is asked to "underline the words of Latin origin" in Rupert Brooke's wonderful sonnet, "The Soldier." The author's purpose in this exercise is commendable, but surely some other means of achieving it might have been indicated.

The second and major part of the book is filled with a notable series of selections arranged in six groups expository of the new world which according to the editors is: (1) many-peopled; (2) hurried; (3) building in a new setting; (4) now rejecting, now accepting life; (5) mirrors itself; (6) and its ideals in literature. The editors' selections are catholic and diverse, including both American and English writers. Among Englishmen we note such names as Ruskin and Carlyle, Matthew Arnold and Stevenson, Bennett and Wells, Masefield and Hardy, Galsworthy and Chesterton. Certainly in the hands of a careful teacher here is the basis of much valuable work in English, and yet with this, as with all books of extracts, we fear that literary insight and critical judgment hardly lies this way, for selections can never replace an ordered study of originals. There is a certain time element in all literature and literary developments which books of selections usually ignore.

### History.

**HISTORY OF THE BRITISH EMPIRE:** by C. S. S. Higham. (Longmans, Green and Co.)

At a time when the future of the British Empire is a matter of concern to our nation, this History is particularly valuable as giving not only a clear idea of the growth and development of that Empire from a purely political point of view, but also an interesting account of the social and economic movements which have accompanied them.

A study of Mr. Higham's book will greatly help towards an intelligent understanding of the many problems in connection with Imperial affairs with which we are faced to-day, and such an understanding is a necessary preliminary to the finding of a satisfactory solution.

As the author points out, the story of the British Empire is closely related to the Englishman's natural love of self-government in whatever quarter of the globe he may find himself. The book is admirable in style and makes excellent reading.

At the end of each chapter is a list of books for those who desire to read further, and there is a very useful index at the end of the volume.

**MOVEMENTS IN EUROPEAN HISTORY:** by Lawrence H. Davison. (Oxford University Press. 4s. 6d.)

The Great War has aroused a new interest in the history of Europe, and it is probable that the main movements in European history will receive increased attention in the School History Course. Mr. Davison has provided a very useful text-book for the teacher who is anxious to deal broadly with those happenings which have had a lasting influence on the nations of Europe.

It is difficult in a small volume such as this to deal adequately with several movements, any one of which might well have a separate volume of its own, but the author has succeeded in keeping the story alive and full of interest.

There is vitality in every chapter, and while there is a crowding of incident inseparable from a little book dealing with a mighty subject, Mr. Davison has yet managed to preserve a graphic and impressive style. There are several very useful maps, and also an interesting introduction addressed especially to the teacher.

The book deserves to be widely known, and will be found well suited to the needs of pupils in the upper forms in secondary schools.

### Mathematics.

**A FIRST COURSE IN THE CALCULUS. Part II, "Trigonometric and Logarithmic Functions of  $x$ ":** by W. P. Milne, D.Sc., and G. J. B. Westcott. (Geo. Bell and Sons. xxxix + 220 pp. 5s. net.)

Among the present deluge of Calculus books, the immediate future lies with the one which "gets you somewhere." For the next few years most boys at secondary schools will finish their mathematics with this subject. Schoolmasters bow, and that low, in the House of Rimmon, the examination Juggernaut, but they all cherish an ideal of culture or utility, and the claims of Jordan will require a note of practical application throughout.

Take the stock course—Limits, velocity,  $x^n$ . Maxima and minima, areas, volumes and moment of inertia. So far, practical beyond the dreams of "algebra," and most stimulating. Then  $\sin x$ ,  $\tan x$ —a crescendo of application.  $\sin^{-1}x$ —a hurried diminuendo. Then the *dei ex machina*,  $\log x$  and  $e^x$  don't quite pull off the miracle. Their applications fall flat. The interment of interest proceeds to the strains of standard forms.

There are, of course, the books of pseudo-mathematics, but we have not to deal with them here.

Now to this work. Curvature and "parametus" are mentioned in the  $\sin x$  chapters (XI and XII). They should be welcome, are short and can be delayed if desired. Chapter XIII, on Inverse Functions, seems to us barely convincing. If

$$\sin \theta = \frac{350}{r} \quad (\text{see p. 228}), \text{ isn't it better to say } \frac{d \sin \theta}{dt} = \frac{d}{dt} \left( \frac{350}{r} \right)$$

and avoid the inverse? No further theorems are required in this way, and, more important, little or no use is made of this chapter and that on standard forms before the section on Differential Equations.

Chapter XIV, on Approximations, is a valuable innovation. We should have put it immediately before chapter XVIII. This is the hardest part of the Calculus so far introduced and, in our experience, the worst taught, the greatest source of confusion. Elementary books must be more heroic. Examples should be more fully worked out so that "very approx."—the Abracadabra of this book—can be replaced by "to four places of decimals, etc." After such an introduction, clear ideas would prevail.

Chapter XVII, on  $\log x$  and  $e^x$  is by far the best we know. The various alternative methods of approach are discussed in the preface and, we think, most justly dismissed. The importance of a readily apprehensible treatment of this subject will be far-reaching. The interest of the course will at last be a continuous function of the time.

The inclusion of Taylor and McClaurin's theorems and the approach by way of approximating curves again mark this book out from any of its competitors that we have seen.

In general, the book is supplied with many excellent examples and is clearly printed. We should have been glad to see less talk in the earlier part and better paper; but, perhaps, talk is cheaper than paper; anyway here is a book which no teacher with a Calculus course for the non-specialist can afford to ignore.

**ELEMENTARY VECTOR ANALYSIS: WITH APPLICATION TO GEOMETRY AND PHYSICS:** by C. E. Weatherburn, of Ormond College, Melbourne. (Geo. Bell and Sons. xxvi + 184 pp. 12s. net.)

This work deals with Vector Algebra and the Differentiation of Vectors with respect to one scalar variable. The applications include the geometry of plane and sphere—the equation of a straight line, etc.—curvature and torsion; also particle and rigid dynamics. There are plenty of easy examples throughout.

**HIGHER MECHANICS:** by H. Lamb, Sc.D., LL.D., F.R.S. (Cambridge University Press. 25s. net.)

This book is a sequel to the author's "Statics" and "Dynamics." It covers the usual Part II Mathematics: Trigonometry course. The general method of discussion and the tone of the examples are more human than those of other well-known works on this subject. Among other features of interest there is an attractive twenty-page chapter on Gyrostatic Problems.

**LOGARITHMS: THEIR APPLICATION TO ARITHMETICAL AND BUSINESS CALCULATIONS:** by G. E. Launder. (Macdonald and Evans. 2s. net.)

This book contains instructions for the use of logarithm tables and applications to arithmetical problems. New among these are bankruptcies, depreciation and sinking funds. Tables of 7-figure logarithms for 4-figure numbers are included.

**PLANE ALGEBRAIC CURVES:** by Harold Hilton, M.A., D.Sc., Professor of Mathematics in the University of London. (Oxford University Press. 388 pp. 28s. net.)

In his preface Dr. Hilton complains that Salmon's "Higher Plane Curves"—long out of print—has not been followed by any successor; he maintains that the subject still attracts mathematical students; we fancy that this applies only to very small numbers of them. His book covers the usual course, starting from the position of the entrance scholarship examination and dealing in the later chapters with cubics (chapters XIII-XVI), quatics (chapters XVII, XVIII, XIX), and closes with a chapter on corresponding ranges and pencils.

**TEXTILE MATHEMATICS. Part I:** by T. Woodhouse (Dundee Technical College) and A. Brand (Messrs. Douglas, Fraser and Sons, Arbroath). (Blackie and Son. 2s. 6d. net.)

This book, after a word or two on algebraic notation, deals mainly with the elementary mensuration of plane and solid figures. It starts with the rectangle and closes with the sphere. At the end of the work are collected upwards of 100 examples.

**AN INTRODUCTION TO COMBINATORY ANALYSIS:** by Major P. A. MacMahon, Sc.C., F.R.S. (Cambridge University Press. viii+71 pp. 7s. 6d. net.)

Major MacMahon is well known for his researches in the theory of combinatory analysis; and this little book of six chapters is stated to be intended as an introduction to the two volumes on that subject which were published in 1915-16. But the preface also seems to suggest that it is intended for a rather larger circle of readers, as an elementary presentation of the manner in which certain parts of the subject are related to the algebra of symmetric functions.

The first chapter deals mainly with notation, and the relations between the various sets of sums which occur in the elementary theory of symmetric functions (which for this purpose is not really a theory of functions, but a theory of symmetric algebraical expressions or "forms"). In the second and third chapters the general principles of the theory of distributions are considered; and they are followed by chapters dealing successively with the case in which the fixed objects and the movable objects placed in correspondence with them are equal in number and with the general case in which the number of the former is not greater than the number of the latter.

The reasoning should present no difficulty to the mathematician; but the plodding student will be worried by a good many snags that could have been avoided by proper choice of symbols and of phrases. One cause of trouble is the failure to give a definite meaning to a definite symbol. On pages 2 and 3, for example,  $s$  is used in two quite unconnected senses:  $n$  is used in one sense in sections 1-6 and in section 17, in another sense in sections 7-8, and in another sense in sections 14-16 and in section 23; and  $i$  is used in two slightly different senses in chapter I and in a third sense in chapter II.

The letter  $i$ , as the symbol (or part of the symbol) of an integer, is a good deal overworked in modern books on algebra. It is very trying to the sight when the type is small, and is not beautiful when the type is large; and we should not be sorry if it fell into disuse entirely. W. F. S.

**ELEMENTARY ALGEBRA. Part II:** by C. V. Durrell and R. M. Wright. (G. Bell and Sons. 5s. 6d., with Answers.)

This book follows the general lines of the first volume, and proceeds on a commendable system. The basis of each chapter is exercises, not general theorems, and the authors are to be congratulated upon the method of approach, which all teachers realise to be the best for beginners. The book is valuable for the exercises alone. The revision papers are particularly good and modern. The book should be popular with the "average" pupil and with the specialist.

**A COMMERCIAL ARITHMETIC. Book I:** by E. Sankey. (Edward Arnold. 2s. net.)

Mr. Sankey is in danger of becoming that sometimes unpleasant educational person who would appear to be a universal expert. Give him a syllabus, and he will, in a minimum of time, and at a minimum of cost, turn you out a book to fit the syllabus. This one is similar to others from his pen, and the compiler keeps a shrewd Lancashire eye on the requirements of the more elementary commercial syllabus of various examining bodies. Within the definite limits of his accepted objective the author, however, shows expert knowledge and skill, and his books are deservedly popular among teachers who have to prepare for examinations in the very limited periods of the ordinary evening school session. For such teachers this book will be as useful as any other.

## Science.

**RUDIMENTS OF ELECTRICAL ENGINEERING:** by Philip Kemp. (Macmillan and Co. 6s.)

This book fulfils its aim of being "a description and explanation of the ordinary electrical apparatus in use." All common industrial and technical applications are treated in a simple way without the use of advanced mathematics. This method has its drawbacks, for, to the properly prepared student, symbols frequently convey much more than mere verbal description. Yet the book is not merely descriptive, though sometimes a chapter is unduly condensed and of a very summary nature. All ordinary topics are, however, included, such as jointing and wiring, motor control, lighting, heating and cooking, cinema work, and telephones, but telegraphs, particularly wireless telegraphy, are omitted. It is doubtful if the book generally will not fall between two stools, for it is hardly full enough for the beginner and the workman, while it is too superficial to be of much use to the more advanced student.

**A FIRST COURSE IN GENERAL SCIENCE:** by F. D. Barber. J. L. Pricer, M. L. Fuller, H. W. Adams. New York: Henry Holt and Co. London: G. Bell and Sons. 9s.)

This is rather a bulky volume outlining a first year course in science suitable for American high schools. It aims at giving a "rational, orderly, scientific understanding of the pupil's environment." It is at once historical, descriptive and experimental, and the compilers include a wide range of topics in some six hundred pages. Much that is included here as science is taken in English schools as geography, hygiene, mechanics, etc., but the treatment is frequently novel and always interesting. Thus there is much here of the weather and of the soil, while a chapter on micro-organisms will be found. On the whole we prefer the English method of a definite logical sequence of study in distinct branches.

**SCIENCE PROGRESS. A Quarterly Review of Scientific Thought, Work and Affairs.** April, 1921. (John Murray. Pp. iv+517-688. 6s. net.)

Of the three "Articles," those on "The Physical Investigation of the Soil" (B. A. Keen), and on "Cooking and Vitamines" (Dr. Ellen M. Delf) will appeal more especially to the general reader, that on "Sex Heredity" (A. S. Parkes) being of a more technical nature, at all events as far as the terms used in the first few pages are concerned, although the conclusions arrived at should be of interest to all.

In the Popular Science section, the Rev. A. L. Cortie, S.J., treats of the problems which arise in connection with 'New Stars.'

The usual features are incorporated, and the general standard of excellence is well maintained.

This number contains the index to Vol. XV. T. S. P.

**A TEXT-BOOK OF PHYSICS:** by W. Watson, C.M.G., A.R.C.S., D.Sc., F.R.S. Seventh edition, revised by Herbert Moss, M.Sc., A.R.C.S. (Longmans, Green and Co. 21s.)

The revised edition of this well-established text-book contains additional information on recent advances in heat, electricity, elasticity, and diffraction; but for the most part the text is unaltered. The reviser has turned a deaf ear to all the suggestions "How to brighten Physics," so popular on the other side of the Atlantic. He prefers still to write of sine galvanometers and gridiron pendulums rather than wireless telephony and thermionic valves. Surely by now the former have died out of the examination papers for "the pass degree of any university," which appears from the preface to be the standard the book aims at. In spite of this limited outlook the book contains an immense amount of information. Would it not be a great advantage, therefore, if the index were also extended and brought up to date? For example, one looks in vain in the index for the names of J. J. Thomson and Callendar, although they are each mentioned several times in the text. A.G.C.

**ELEMENTS OF NATURAL SCIENCE. Part I:** by W. Bernard Smith. (Edward Arnold. 6s. net.)

The author's purpose is hardly so ambitious as the title leads us to expect, for the book is intended as an Elementary Course complete in itself, or as a preliminary course for the future specialist. Its range of topics is wide, and the treatment, if not very new, is sound, except that at times the compiler lapses into the lifeless academic sequence of principle first and application afterwards. The book appears to be intended mainly for girls, who we fear will hardly get excited over many of the mechanical appliances here discussed. We should prefer to see such pupils set definitely upon some real, live, scientific quest which will engage their interest and hold their attention. E.J.E.

SCIENCE FOR ALL SERIES—CHEMISTRY: by G. H. J. Adlam.  
(John Murray. 3s. 6d.)

Mr. Adlam has produced an admirable "reader" of some 240 well-printed pages, which should be an acceptable addition to the library of any school. The book is avowedly designed for the curious pupil who desires to supplement the instruction of the classroom and laboratory, and the author is to be congratulated upon the measure of his success. In such a book elaborate descriptions of apparatus and minute instructions for experiments are redundant, and the author has chosen rather the numerous modern developments and applications of science. Excellent illustrations, numerous historical references, and very clear explanations make a book of real value. E. J. E.

A FIRST COURSE IN GENERAL SCIENCE. (G. Bell and Sons.)

This book, the joint work of four American teachers, is a revision of the senior author's similar work published in 1906, and represents a definite attempt to break away from the more abstract and unpractical science of the day. It represents a refreshing return to reality. To quote the author's introduction: "The primary function of first year general science is to give as far as possible, a rational, orderly, scientific understanding of the pupils' environment, to the end that he may, to some extent, interpret that environment and be master of it. It must be justified by its own intrinsic value as a training for life's work." And this purpose we think on the whole is not incompatible with the more formal training in scientific method which has influenced the average English syllabus. The book represents one side of the old argument and contention as to merits of science as a training and science as necessary and useful knowledge. Its chief defect from an English view-point is its discursiveness and the wide range of its topics, but for general knowledge it is excellent. E. J. E.

PRACTICAL MATHEMATICS AND DRAWING: by Dalton Grange.  
(Sir Isaac Pitman and Sons. 3s. 6d.)

This book is designed to develop drawing, mensuration, and algebra concurrently, and to provide a scheme which covers "the first year course in a 'Higher Top' or 'Supplementary Class' in an Elementary School." It is simple in design, unpretentious in character, and profusely interspersed with examples, many of which are taken from the papers of the U.L.C.I. and similar examining bodies.

The chief defect is that the work is set out like some old-time laboratory instruction sheet, e.g., "Take the cylinder given you; make a mark on it as shown in Fig. 230; place the cylinder on its side on your paper," etc., etc. Evidently the race of pupils with head, hand, and no "heart" is not yet extinct. We should prefer the learner to be confronted with a problem felt by him to be worthy of solution and to be asked, without these minute directions, to arrive at his own method.

Yet the book as a whole is good and may be recommended.

E. J. E.

### Geography.

CAMBRIDGE GEOGRAPHICAL TEXT-BOOKS. Intermediate Book:  
by A. J. Dicks. (Cambridge Press. 6s.)

This book, now in its third edition, has been thoroughly revised in the light of the geographical and political changes brought about by the war, while several of the original chapters have been recast by other hands. The treatment follows the political rather than the natural regions of the earth, and is a good example of the possible compromise between the old and the new schools of geography teaching. It is well produced, with excellent photographs and other illustrations, and should continue to be popular in secondary schools.

AN ELEMENTARY CLASS-BOOK OF MODERN GEOGRAPHY: by  
W. Hughes. New and revised edition. (Geo. Philip and  
Son. 3s.)

Here is a book which has certainly stood the test of time. Modern geographers with their very learned terminology will no doubt be inclined to scoff at such a book as being a mere gazetteer. Assuredly it is astonishingly full of facts, if not overburdened with so-called "reasons," and the familiar sequence of boundaries, capes, bays, mountains, rivers, etc., has an attraction for some of us, for it brings with it a breath of departed youth. Nor need we call such treatment bad, for the knowledge thus gained is as reliable and useful as much of that which to-day masquerades as Geography. We think that the book before us, and the need for such a book, will outlast many more modern productions.

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**THE PRODUCTS OF THE EMPIRE :** by J. Cunningham. (Oxford Press. 5s. 6d.)

The compiler of this book has done his work admirably. The first part deals with food, drink, oilseeds, drugs and tobacco, and the second part treats of raw materials and the produce of mines. The book is amply illustrated and useful statistical appendices are included. It is good enough to form both a "reader" and a text-book, and should be especially welcome in commercial schools and classes.

**AFTERMATH : A GEOGRAPHICAL STUDY OF THE PEACE TERMS :** by Marion I. Newbigin, D.Sc. (W. and A. K. Johnston, Macmillan. 128 pp. 3s. 6d. net.)

It is harder than ever to-day for teachers of geography and history and, indeed, for the average citizen with little leisure to keep up to date with current events. The facts are imperfectly recorded in the press, and have frequently to be dug out piecemeal from official publications, books of reference and specialist treatises not easy to secure or to read. More often still the significance of the facts recorded in the press (and this is especially true of foreign affairs) is not grasped by the reader, either because a newspaper cannot afford the space to supply the background of historical and geographical knowledge necessary to their understanding, or because the interpretation put upon the facts in leading and special articles is biased by party and national considerations. Every nation gets the politicians it deserves, and ignorance in high places of the significance of Teschen is ultimately caused by the ignorance and lack of interest of the average voter. How many of us have a clear idea of the boundaries of Czecho-Slovakia, or of the economic resources of the new states created by the Peace Treaty? As a remedy for this ignorance of the most fundamental facts of the peace settlement and as a guide to the newspaper, Miss Newbigin's book may be warmly commended. It is short, simply written and full of the accurate information and well considered judgments of a competent geographer. The territorial changes made by the peace treaties are set forth clearly, and their political, racial, strategic, geographical and, above all, their economic meaning discussed. The auditor's conclusion is that the settlement, "whatever the intentions of its framers, does not establish a new world. On the contrary it is itself but an expression of the conflicting forces at work in the old one. It is those forces, and not the actions of the Allied and Associated Powers, which will, in the long run, determine the political destiny of the various parts of Europe and of the world." It should be noted that the book was written in 1920, and is therefore already in some respects out of date, but the chapter on the Near East is none the less instructive.

C. H. C. O.

**JOURNAL OF GEOGRAPHY :** Annual subscription, post free, \$2.52 : 2249 Calumet Avenue, Chicago, U.S.A.

The attention of English teachers of geography is called to the *Journal of Geography*, a publication intended for American teachers, but extremely useful to specialists on this side of the Atlantic. The May issue, for instance, contains a most valuable article on "Some Geographic Factors in the Development of Chicago," which gives, in readable form, much information that it would be difficult to find elsewhere.

**MAPS—THEIR HISTORY, CHARACTERISTICS AND USES :** by Sir Herbert George Fordham. (Cambridge Press. 7s. 6d. net.)

This short book of some seventy-four pages is based on five lectures delivered to teachers in the county of Cambridge. Yet brief though it is, it is neither dull nor "schooly," but is in its way unique, for the author's wonderful knowledge is apparent on every page, and the result is a book of uncommon value. This is a volume which no teacher of geography can afford to be without, and by its aid, maps and mapping will take on a new significance. Even the high price, 7s. 6d., is not excessive for the value given. Numerous rare maps are excellently reproduced in full page plates, and for a historical introduction to maps we know of nothing better.

**THE BUSY MAN'S ATLAS :** ed. by Robert J. Finch, F.R.G.S., with a descriptive preface by Lionel W. Hyde, M.A. (Waverley Book Co.)

This is an excellent atlas in every way. The editor provides on each page with the map a succinct note on the geography. The maps themselves are admirably clear and are of course up to date. It may be obtained on the instalment plan for a first payment of 2/6, followed by six monthly payments of 5/-.

**LAND-FORM MAP BOOK :** by James Fairgrieve, M.A., F.R.G.S. (University of London Press. Published by Hodder and Stoughton. 32 pp. 2s. net.)

Mr. Fairgrieve, the author of "Geography and World Power," and one of our most stimulating teachers of geography, here provides a carefully graded course of fifty exercises designed "to teach map-reading (not map-spelling) of a particular kind as quickly as possible in the classroom." The earlier exercises, starting with the contoured plan of a simple cone, afford practice in the combination of contour lines to represent the simplest kinds of land forms. The later part of the book consists of sixteen well-chosen maps and photographs to be studied together, and leads up to the sketching of a contoured map corresponding to a photograph of the landscape. The book fulfils its purpose admirably, and if worked through by a class of children in the middle forms of a secondary school a real grasp of map-reading will be ensured.

C. H. C. O.

### Chemistry.

**INORGANIC CHEMISTRY :** by E. I. Lewis. (Cambridge University Press. Pp. xv + 443. 9s. net.)

The fact that this is the third edition of a book which in its second edition was reprinted several times indicates that it has filled a want and has been found useful by many who are commencing the study of chemistry. In an introductory note Sir Richard Threlfall points out that the author has shown chemistry as it is, namely, as an inductive science, the difficulties of so presenting it being overcome in a manner that appeals most to those who know the difficulty of framing such a presentation. The writer of this review agrees with Sir Richard's expression of opinion, and has only praise for the way in which the subject is presented to the student. At the same time it must be borne in mind that such a presentation should be accompanied by strict accuracy in respect to the facts given. Attention is therefore called to some errors which occur in the text and which should be corrected in a future edition.

A very common error which occurs repeatedly in modern text books—possibly because the smaller ones copy from the larger—is that sodium is made with Borscher's apparatus by the electrolysis of fused sodium chloride. The reviewer does not pose as being infallible, but as far as he is aware neither the Borscher's apparatus nor any apparatus making use of fused sodium chloride has been a commercial success in the manufacture of sodium. Why not describe a process which is commercially successful?

On pages 226-227 it is stated that the nascent hydrogen view of the action of nitric acid on copper is the one in present favour. What is the evidence for this statement, and, after all, what is nascent hydrogen?

The usual statements are made with respect to the action of chlorine on potassium hydroxide in the cold and hot, whereas the work of Foerster some years ago has indicated that such statements are in need of correction.

In these days it is very surprising to find that the totally wrong formula  $KSO_4$  is given to potassium persulphate ( $K_2S_2O_8$ ), and that the electrolytic dissociation theory is given without mentioning the name of Arrhenius, who put it forward, whereas Grotthus and Clausius are referred to rather fully.

On page 319 it is stated that 99.5 per cent. hydrogen peroxide can be obtained by distillation under reduced pressure. What is the evidence for this? It is usually obtained by fractional crystallization.

Reference is made to some of the above blemishes in an otherwise excellent book, because it is time that writers of elementary text books made certain that all the statements given as facts are correct. Great credit is due to the author for a chapter in which an excellent condensed summary is given of our knowledge of the stability and structure of the atom.

T. S. P.

### Verse.

**FABLES FROM THE ORIGINAL RUSSIAN, GREEK, FRENCH AND LATIN :** translated into English verse by Arthur Turnour Murray. (Lewis, Smith and Son, Aberdeen.)

The author states in his preface that "this book is not an anthology of existing translations by various authors, but is my translation from various languages of what I consider the best versions."

The chief interest of this little collection of versified fables will doubtless be found to lie in those translated from unfamiliar sources, as for instance, the Russian Krilov.

**Botany.**

**BRITISH PLANTS:** by J. F. Bevis and H. J. Jeffery. Second edition. (Methuen and Co. 7s. 6d.)

This excellent book on the biological and ecological aspects of British plants has been enlarged and brought up to date. It supplies knowledge to the student of botany about those things on which the average elementary text-book is painfully silent. The chapters on Types of Vegetation, Influence of Water on Plant Life, The Biology of the Soil, are well-marked examples of this. Any student will realise that he is dealing with a live subject; any teacher will be refreshed with the new ideas. We recommend it to all. To anyone brought up on pressed flowers and classification, how delightful to find the latter disposed of in a single chapter and the other dry things not mentioned at all. A.G.C.

**ASPECTS OF PLANT LIFE,** with special reference to the British Flora: by R. L. Praeger. (S.P.C.K. 6s. net.)

This is another excellent addition to the "Nature Lover's Series," published by the S.P.C.K., and indicates a welcome return to natural science studied for its own intrinsic charm rather than for examination requirements. The author writes with ample knowledge yet without undue technicality, and has produced a book of undoubted interest. Amid the grim economic and scientific struggles of to-day, natural history and science have been relegated to an inferior position which they hardly deserve. Books such as those in this little series should help to correct this tendency.

**Commercial.**

**PITMAN'S COMMERCE SERIES.**

1. THE CORRESPONDENCE OF COMMERCE: by E. R. Palmer.
  2. THE ROUTINE OF COMMERCE: by A. Schofield.
  3. COMMODITIES OF COMMERCE: by J. A. Slater.
  4. THE ELEMENTS OF COMMERCE: by F. Heywood.
- (Sir Isaac Pitman and Sons.)

The excellent appearance of these books as books is a tribute to the enterprise of these well-known publishers, though the matter contained within the covers is of very unequal value.

"The Correspondence of Commerce" opens with a somewhat egotistical preface in which the pronoun "I" appears with unfortunate frequency, and the claims of the compiler can hardly be described as modest. The book itself contains little that is new, much that is ordinary, and much that is superfluous. Thus a great deal in the first five chapters could well be omitted, while in the later sections on letters and correspondence most of the "directions" are better conveyed orally by the teacher. A large number of printed letter forms and elaborate business letter-headings are reproduced, and we fail to see any useful purpose they serve, while exercises such as "Design some cheques" and "Design some useful receipt forms" are surely of little value. The book as a whole carries with it more than a suspicion of the schoolmaster not altogether familiar with commercial practice attempting by dogmatic means to conceal his lack of practical knowledge.

"The Routine of Commerce" is clearly the work of a more practised hand and outlines modern office routine in brief and succinct fashion. Perhaps too much attention is given to labour-saving devices, with the result that the book sometimes resembles an advertising catalogue of modern office machinery, but generally the various departments of a large commercial house are carefully described. Specimen examination papers as set by the Society of Arts increase the value of the book for students.

"Commodities of Commerce" is written by the compiler of Messrs. Pitman's Dictionary of the World's Commercial Products, and therein lies most of its defects, for it is always more of a dictionary than a reasoned textbook. But in any case it is impossible to give more than a cursory treatment of this very wide subject within the limits of one hundred and fifty pages, especially when valuable space is wasted by such entirely unnecessary and unscientific matter as that which the compiler terms "Characteristics of Commodities." The book is elsewhere very ill-balanced, thus "fur" is treated in seven pages, but "dairy produce" is dismissed in four, "eggs" in particular being treated in six lines. The absurdity of attempting to deal with the subject in a dictionary fashion is nowhere better seen than in the section on fruit. The logician will smile when he sees fruit defined as "the name given to any fruit which in the ripe state is edible wholly or in part without previous preparation," while fruits are classed as berries, hard fruit, soft fruit, and shell fruit. After such a beginning we are not surprised to find that

while the prune and the peach are listed the orange and the lemon are omitted, while we are surprised to learn that the vine is a fruit. The book as a whole is a good example of loose scientific classification, and we fear that it can contribute but little to any education, even commercial.

"The Elements of Commerce" is a book mainly devoted to what is generally known as the Theory and Practice of Commerce, and the author is successful in outlining a good course of study from general conceptions to detailed treatment. Each chapter concludes with a useful test paper, and on the whole we think that the book will be the most useful of the four.

**ROMANCE OF BRITISH INDUSTRY SERIES.**

1. MAN AND COTTON.
2. MAN AND WOOL: by E. H. Short. (Hodder and Stoughton. 2s. 3d. net each.)

These two books represent yet another attempt on the part of publishers to capture the supposed new market of day continuation schools. As such they are typical of their class. They deal with the two textile commodities, cotton and wool, in what is supposed to be the modern way. Thus they aim at being "highly interesting" only to succeed in being very sketchy and sometimes rather childish. It is time that a protest was raised against compilers and publishers who imagine that a new Act of Parliament has produced a new race of student to be coaxed and wheedled into "learning." Let all such first visit a few such schools in being, and they will realise that a new name does not mean a new type of student and that among these students there is the same desire for real knowledge as among any other type. Not for long will they be content to be fobbed off with inferior stuff however gushfully written, designed merely to tickle their intellect instead of satisfying a very real hunger.

The books before us are good of their kind—it is a general attitude which we would criticise rather than any particular books.

**Nature Study.**

**WONDERS OF ANIMAL LIFE.**

1. ANIMAL LIFE IN THE BRITISH ISLES.
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4. ANIMAL LIFE IN THE EAST.
5. ANIMAL LIFE IN AFRICA.
6. ANIMAL LIFE IN THE NEW WORLD: by F. M. Duncan and L. T. Duncan. (Oxford Press. 1s. 6d. each.)

This is a charming little series. The books are most attractively produced, with excellent illustrations, mostly in colour, and type and paper of remarkably good quality. Children will go straight to these with unerring instinct; our own youngest critic will hardly part with them even for review purposes. The authors write with knowledge and considerable charm and the books at their modest price should be in every school. They supply an undoubted need. "Nature Study" enthusiasts in the past have not always been naturalists, and there has been a very definite tendency to concentrate on "Flora" at the expense of "Fauna." Books such as these are a very pleasant corrective.

**General.**

**ERIC, OR LITTLE BY LITTLE.**

This is a cheap edition (price 2s.) of the well-known school story published by W. and R. Chambers. Its morbid plot and stilted language are hardly such as will appeal to the modern child, but for older folks the volume has a flavour of reminiscence.

**THE WORLD OF TO-DAY.**

1. WORKING OUT THE FISHER ACT: by Basil A. Yeaxlee.
  2. OFFICIAL STATISTICS—what they contain and how to use them: by A. L. Bowley. (Oxford Press. 2s. 6d. each.)
- This new series, "The World of To-day," under the general editorship of Victor Gollancz, should be very welcome.

In his little book on the "Fisher" Act Mr. Yeaxlee writes with knowledge and sympathy, emphasizing particularly the human aspect of the continuation schools. Though economic pressure has postponed this important development, a book such as this, with its hopes, faiths, and enthusiasms, should prove a new encouragement to those who may have lost heart in this great crusade.

Professor Bowley's little book is timely. Statistics need not lie unless handled by fools, and here we are shown how to extract reliable information with a minimum of trouble. The four chapters deal with statistics of Population; Industry, Trade and Prices; Income and Wages; and Social Conditions. The book should be invaluable to all students of economics and social science.

**PUBLICATIONS RECEIVED.  
AND SHORT NOTICES.**

*(A short notice may be followed by a longer review in a later issue.)*

- G. ALLEN AND UNWIN.  
Repressed Emotions : by Isador H. Coriat, M.D. 7s. 6d.
- B. T. BATSFORD, LTD.  
Lettering : A Handbook : by Arthur E. Payne, A.R.C.A. 3s. 6d.
- G. BELL AND SONS, LTD.  
The Joy of Mountains : by William Platt. 1s. 9d.  
In Many Lands : by Samuel Gibson. 2s. 4d.  
Fundamental Principles of Organic Chemistry : by Charles Moureu. 12s. 6d.  
Bell's Handbooks of Commerce and Finance. Transport and the Export Trade : by A. Risdon Palmer, B.Sc., B.A. 2s. 8d.
- BURNS, OATES AND WASHBOURNE, LTD.  
A Shorter Bible History. Old and New Testament for the use of Catholic Students : by the Rev. Chas. Hart, B.A. 3s. 6d.
- CAMBRIDGE UNIVERSITY PRESS.  
Pioneers of Modern Education : 1600-1700 : by J. W. Adamson. 9s.  
Secondary Education in the 19th Century : by R. L. Archer. 12s.  
Shakespeare's Works, Vol. III. Two Gentlemen of Verona : edited by Sir A. Quiller-Couch and J. Dover Wilson. 6s.  
Cambridge Geographical Text Books (Junior) : by A. R. Chart-Leigh, M.Sc. 5s.
- CLARENDON PRESS.  
Selections from the Works of Edmund Burke : with essays by Hazlitt, Arnold and others. 3s. 6d.  
Educational Administration : by Sir Graham Balfour. 2s. 6d.  
A Book of Verse, from Langland to Kipling : compiled by J. C. Smith. 3s. 6d.  
The Origin and Growth of Greater Britain : by Hugh Edward Egerton. 3s. 6d.  
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Quentin Durward : by Sir Walter Scott : edited by C. B. Wheeler 4s. 6d.  
A Dramatic Reader : Books I, II and III : by A. R. Headland and H. A. Treble. 2s. 6d. each.
- COLLINS' CLEAR TYPE PRESS.  
Primary French : A Two Years' French Course : by R. M. Jack, B.A., and John McPhee, M.A. 3s.
- CONSTABLE AND CO.  
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- EVANS BROS.  
Kingsway Series of Composition Books. Book I : by Robert Finch. 6d.  
Kingsway Atlas of Physical Geography : by B. V. Darbishire. 6d.
- GEORGE G. HARRAP AND CO., LTD.  
The Beginner's History of England—to the end of the Great War : by E. W. Miller. 2s. 6d.
- J. B. LIPPINCOTT, PHILADELPHIA.  
American History and Government : by Matthew Page Andrews, M.A. 7s. 6d.
- MACMILLAN AND CO.  
Citizenship. Everyday Social Problems for the Nation's Youth : by E. J. S. Lay. 3s.  
Macmillan's Pocket Classics—  
The Scarlet Letter : by Nathaniel Hawthorne. 2s. 6d.  
Prue and I : by George William Curtis. 2s. 6d.  
Westward Ho ! by Charles Kingsley. 2s. 6d.  
Coriolanus : by W. Shakespeare. 2s. 6d.  
Guy Mannering : by Sir Walter Scott. 2s. 6d.  
Suggested Syllabus of Religious Instruction : Authorised by the Lord Bishop of the Diocese of Manchester. 1s. 6d.  
Silent Reading. A Study in the Psychology and Pedagogy of Reading : by John Anthony O'Brien, Ph.D. 8s. 6d.  
The Project Method of Teaching : by John Alford Stevenson, Ph.D. 9s.

- METHUEN AND CO.  
Methuen's English Classics. 1s. 9d. each.  
Letters from Constantinople : by Lady Mary Wortley Montague.  
Pearl, a 14th Century Poem : rendered into modern English by G. G. Coulton.  
Elizabethan Lyrics : selected by Dorothea Mavor.

- JOHN MURRAY.  
Life of Alfred Newton : by A. F. R. Wollaston. 18s.  
A Digest of British Economic History : by F. H. M. Ralph, M.A., and W. J. N. Griffith, B.A. 5s.

- DANIEL O'CONNOR.  
With a Great Price : by Mrs. Hugh Walker. 8s. 6d.

- OXFORD UNIVERSITY PRESS.  
World of To-day Series. The Treaty Settlement of Europe : by H. J. Fleure. 2s. 6d.  
The Evolution of Peace : Essays arranged and edited by F. S. Marvin. 9s. 6d.

- STANLEY PAUL AND CO.  
Miss Anne Thropc : by E. Everett Green.

- G. PHILIP AND SONS.  
A Graded Course of Geography. Book I : by E. S. Price. 2s.  
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- RELIGIOUS TRACT SOCIETY.  
Los Cuatro Evangelios y Los Hechos de los Apostoles. 2s.

- SELWYN AND BLOUNT.  
How England is Governed : by C. F. G. Masterman. 8s. 6d.

- UNIVERSITY TUTORIAL PRESS.  
The Elements of the Duties and Rights of Citizenship : by W. D. Aston, M.A. 3s. 6d.

- T. FISHER UNWIN, LTD.  
Germany : by S. Baring-Gould, M.A. : revised by Joseph McCabe. 12s. 6d.

**PERIODICALS, ETC.**

- Collegian and Progress of India. May, 1921.  
Child Life. June, 1921.  
Modern Languages. June, 1921. 3s.  
Modern Language Review. April, 1921.  
Review of Reviews. June-July, 1921.  
Outward Bound. July-August, 1921.  
National Union of Teachers Report for 1921.  
Parents' Review. July, 1921.  
To-morrow. June, 1921.  
The Avonian (Port Talbot County Magazine). July, 1921.

**PUBLISHERS' ANNOUNCEMENTS.**

Mr. Frederick J. Gould, the well-known author and lecturer on Moral Education, has written a new book entitled "History the Teacher: Education inspired by Humanity's Story." The author's contention is that the aim of education should be the service of family and commonwealth, expressed through industry, inspired by history, and perpetually responsive to the claims of humanity. An introduction is supplied by Mr. F. W. Sanderson, headmaster of Oundle School. The book will be published by Messrs. Methuen on May 26th.

Messrs. Methuen are publishing on May 26th "A Sketch Map Geography," by Miss E. G. R. Taylor. This is written on an entirely new plan, according to which the maps (160 in number, all up-to-date) form the basis of the book, and the reading matter consists of notes facing them. They cover broadly the whole field of world and regional geography, and their intelligent study, instead of laborious memorising, provides a sound geographical training which should bear unflinching fruit in the examination room.





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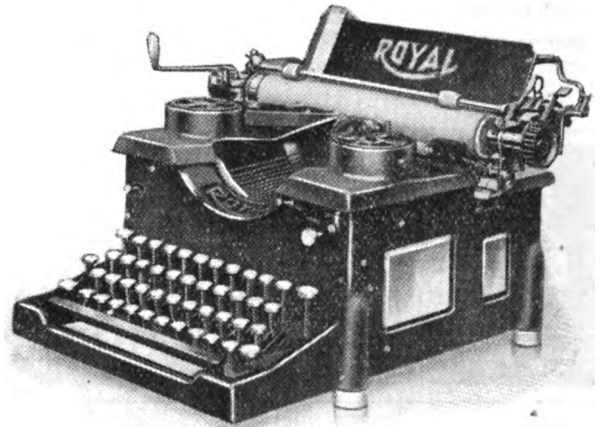


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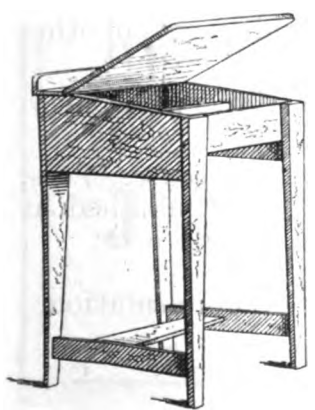
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SEPTEMBER, 1921.

## NOTES AND COMMENTS.

### The "Revolt against Bureaucracy."

Truly we live in strange times. Who has ever imagined the day when eminent public men would be writing to the newspapers on the question of salaries in the Civil Service, or who has dreamt that members of the service would be driven to reply—anonously, of course—and seek to prove that they are living on the margin of destitution, or, at best, on the margarine of poverty. The whole business is unpleasant and unseemly, nor is the matter lifted to any higher level when the head of an Oxford college begins to compare the emoluments of a civil servant with those of tutorial fellows and University professors. It is probable that much of this outcry against the Civil Service is a mere echo of the cheap newspaper sensation about "departments that ought to be scrapped." It is certain that any decent-minded civil servant would rather be "scrapped" than have his salary discussed in the vulgar fashion which now prevails. If the country wants good work it must be ready to pay for it, and all the arrangements concerning the pay of civil servants were made by a Whitley Council and sanctioned by the Treasury. Some of them were in effect dictated by Mr. Asquith's committee. They amount to a contract, or at least "a gentleman's agreement"; but, apparently, an agreement which can be so described is one which may be broken without hesitation by a Government which takes its standard of behaviour from the popular press.

### The Burnham Scales.

At last the report of the Burnham Committee on the salaries of teachers in technological institutions has been published. It follows closely on the lines of the secondary teachers' scheme, but leaves unsettled some of the most difficult problems. The payment of teachers of technological subjects is a question which has been left in the past to be determined in individual cases, and the Burnham Committee had no certain data. Technical instruction has been left mainly in the hands of part-time instructors, men and women who follow some branch of technology in their daily work, and are willing to supplement their earnings by teaching. Apart from the monetary consideration, there is a certain professional or trade prestige attached to the instructor. This is the motive which leads distinguished specialists in medicine or surgery to accept university teaching posts at nominal fees. Where a university or technical school requires the whole-time services of a skilled person, it must be prepared to offer a salary which is usually above that paid to professional teachers. Wherever practicable, it seems best to employ as teachers those who are actually engaged in the work concerned. The Committee has probably acted wisely in doing nothing to set up a class of professional teachers of technology as distinct from professional technologists.

### A Step towards Unification.

The most noteworthy feature of the report is the fact that the salaries of whole-time teachers in technological institutions are assimilated to those of teachers in secondary schools. We have practically one salary scale for these two important branches. It now remains to extend the principle by recognising that a teacher of qualifications equal to those required from a secondary school or technological teacher may elect to work in a public elementary school, and should not be heavily fined for doing so. In regard to actual teaching work, one branch ought to be as arduous as another, and there is no reason for implying that children in public elementary schools should have only the worst paid teachers. This means that in time they will have only the worst qualified, since graduate teachers will naturally seek posts in the higher paid branches. It would be well if the three Burnham Committees could now meet in a series of joint sessions with the object of framing a national scale of salaries. They might also suggest to the Treasury, through the Board of Education, that the conciliatory work of the separate committees is being largely undone by such tricks as the refusal to pay new teachers on the approved scale and the refusal to honour agreements made in good faith between local authority and teachers.

### New Universities.

The Royal Albert Memorial College in Exeter is seeking a University status. By a strange and somewhat to be regretted oversight the University of Bristol has recently issued a prospectus in which it is claimed that Bristol can supply the needs of the West of England. The statement has called forth a dignified rejoinder from Exeter, and it is to be hoped that we shall hear no more of the matter, for there is no need to regard universities from a territorial aspect, beyond observing the general principle that all who seek university instruction should have it in a reasonably accessible place. There are some who would have no more universities created in this country, holding that degrees may be cheapened thereby. A university is not primarily a degree-giving institution, however, but a place for the advancement of knowledge, and for teaching those who come to learn. Modern conditions demand more effort to advance knowledge, and it is certain that a greatly increased number of men and women are desirous of learning what the universities can teach. It is not suggested that we have, or can establish, too many secondary schools. Why, then, should we fear to found universities? The standard of degrees can be maintained by means of a Joint Board of Commission without any danger of diminishing the individuality or independence of any university. Between one university and another there should be no question of cheap degrees, but only one of rich experience.



### Crime and Punishment.

An ingenious and resourceful schoolmaster has been describing in one of the newspapers how he avoids the necessity of inflicting corporal punishment, or, indeed, any of the customary penalties, upon recalcitrant boys. His method is based on the principle of giving him a heavy dose of the offending practice. Thus the persistent talker is set to make a speech, the noisy youth is required to make a noise for a long time, and in all cases the punishment bears some kind of relation to the offence. Certainly it has always seemed strange that when a boy has failed to perform one task properly he should be set to do another, and it is a poor substitute to make a boy learn or write so many lines of Latin verse because he has failed to bring up the proper amount of history, or because he has talked in form. It is not clear how the plan of making the punishment fit the crime works in cases of bullying or worse offences. For ordinary default, however, the plan is a good one—none the worse, perhaps, because it entirely prevents the offender from posing as a hero, able to take his punishment without wincing. So far as neglect of work is concerned, there is only one sound principle, namely, to prescribe a fair task and insist on its being done promptly and thoroughly. Slackness is too often encouraged by failure to demand and revise the work which has been prescribed.

### Cost of Education.

The estimates of the expenditure of Local Education Authorities in England and Wales were published on August 3rd. For the year 1921-2 elementary schools are to cost £63,648,720. Higher education, excluding the universities and university colleges, and also certain forms of instruction, such as agriculture, is to cost £13,468,731. In reply to a question in the House of Commons Mr. Fisher said that the total estimated cost of education for the current year is £84,685,116, of which £32,719,051 will be drawn from local rates, and the balance of £51,966,065 from taxes. In 1918-19 the total cost of education was £42,166,191. This amount is now exceeded by the cost of elementary school salaries alone, these amounting to £43,296,355 in the current year. According to some critics these figures call for justification, but in reality they represent little when compared with other forms of national expenditure. It would be none too much for a nation such as this to spend a hundred millions on education annually. As for the cost of salaries, this depends on the simple economic truth that in order to attract teachers of the right kind and in numbers adequate to our needs we must be ready to pay. The difficulty of justifying educational outlay lies in the fact that schools do not turn out a visible commodity. In an age which looks for an immediate and tangible return, and measures success by dividends, the essential work of the schools is not perceived.

### The Good Old Days.

The cricket matches between Eton and Harrow, Oxford and Cambridge, are functions which bring to London large numbers of young men, samples, as it were, of the coming generation. This year their visit was followed by a spate of criticism and condemnation based on their deplorable manners and still more deplorable garments. Many of these young heirs to the greatness of the Victorian and Edwardian epochs are shockingly indifferent to the relation between the trouser-press and good breeding. They do not wear the white spats of a blameless life, nor seek the uneasy head which wears a silk hat. In the language of the club windows they are "not well turned out." In proper department and in that reverence which is due to age they are sadly lacking. All this criticism may be found in the journals of the last generation, and in those of the generations before that. The critics of to-day were criticised in their own youth. Somewhere it is stated that the earliest manuscript yet discovered contains a passage in which the writer laments the degeneracy of youth. Let the scribes who sign their letters with such titles as "Old Etonian," or "Manners Makyth Man," take comfort in the thought that the world has always been growing steadily worse in the eyes of some veterans of each generation.

### GOURMANDS.

*The eve was calm, the young moon shining fair,  
When three friends sallied forth to take the air.  
They slowly moved in after-dinner mood  
Revolving dreams of strange, delicious food.  
Each form was sleek and clad in glossy black,  
While I—alas! I know I have grown slack—  
Was all arrayed in frayed and ancient tweeds  
That scarce sufficed for even my poor needs.  
And yet I hailed them gladly. "Come along,  
"And quaff the flowing bowl! Wine, woman,  
song,  
"I do not proffer; yet my simple fare  
"Do not despise!" With coy and shrinking  
air—  
Reluctant, yet unable to decline,—  
They came with me; and Oh! what pride was  
mine!  
For as the third sank bubbling out of sight  
I cried: "Two dozen slugs I've caught  
to-night!"*

CELIA HANSEN BAY.

## RETROSPECT.

By "EMERITUS."

THE process of time and the exigencies of health have brought my active school years to a conclusion. As "Emeritus," I have been taking stock of my scholastic life. In the following pages I have traced its evolution and the lessons I learnt at each stage. It covers a period of over thirty years.

There have been three phases in my experience. The half-year that followed my tripos, though an anxious period of waiting, proved particularly valuable. I learnt business ways and business accounts in a business office, taught myself a modicum of shorthand, reported for the local newspaper, and made my first attempts at literary and journalistic composition.

In six months a real offer came along—a junior mastership in a Tudor-founded Grammar School; and, as I found out later, my selection was due to two trivial accidents, my handwriting and the prudent wearing of a great coat on a chilly day.

It has ever been the prerogative of a staff to criticise the head. But here I will be temperate, and merely state that my expectations were disappointed. What I learnt of the school system was gathered from the rest of the staff: no word about my duties was spoken to me by the responsible head. It was an accident that I found my place and class in school; there was no apportionment of supervision, even in the dormitories; and, as the staff agreed, where the head did not bother us it were folly to bother him. No wonder that we took advantage of all this to enjoy the amenities of a beautiful town in a hospitable hunting country.

I had one unruly class in the middle of the school, and at first I did not succeed. I was like the Frenchman on the staff, who was daily declaring with the sadness of defeat, "I have done my possible"! But as in real life some lucky form of ridicule will stem the rising tide of revolt, so it was with me. "Don't play the giddy goat!" I cried in some desperation. Whether it was that there was some association in the term with the personality of the ringleader I never learnt; but laughter was out, and I never had trouble more.

Five terms and that was over. Phase I had taught me how not to do it.

Phase II was the very antithesis of all this. A vast City Trust had earmarked a princely sum for educational purposes, and already stately buildings were nearing completion, when I found myself selected to join the original staff. Here was work indeed, energy needed. Fortunately the Head was a man of action, and to him I owe the coming of enthusiasm. I cannot remember any time when we failed to work. Everyone was pressed into service; working hours were full; games were games of the staff as well as of the boys; it was no place for the slacker. And he who worked hardest was the Head. I learnt to enjoy work.

In my classes I soon learnt the poverty-stricken limits of my knowledge. I must read. History fell to my lot, and my equipment was ludicrous. The Chamber of Commerce demanded Commercial History, and there were hardly any, even inadequate, text-books. My next holidays enthusiasm drove me daily to the British Museum, and there I evolved my own special text-book.

In one respect an odd apprehension drove me for a time to extremes. I became too strict. When I was appointed to a House-Mastership I charged full tilt against an unexpected hostility: my reputation for cast-iron strictness had preceded me. To a wise colleague I owe the advice: "Ride them with the snaffle." We settled matters in time.

So, in Phase II, I had learnt how to work.

In Phase II the lines had fallen to me in pleasant places. It is a quarter of a century since a colleague and I diverted our lives to purely preparatory school work. And hereupon began, I think, my real education.

The ideal of a school where children come straight from the nursery must be (as hotel guides speciously advertise) a "Home from home." But it must be a well-ordered home. It must be a life with wise restrictions; but not a barracks. With this fundamental idea we set out and stuck to it to the last. If a man can so order his daily intercourse and life with his boys that he can mix with them, that his presence can pass forgotten and no jerk is evident when he appears, supervision can be made a very elastic thing indeed. We had no master on duty, any more than a father is on duty when his boys play in the garden.

In the administration of justice the part of the schoolmaster is surely unique. He is at once the counsel for the prosecution, the jury, the judge, and he must never forget that he often has to be counsel for the defence too. For there's a real act of bravery often in owning-up. In little boys a lie will spring to the lips, almost unwittingly and instantaneously, through fear. Therefore it behoves a man to consider how and when and in what tone of voice he asks: "Who broke that window?" Happier indeed is he who has so trained his boys in moral rectitude that the culprit will invariably anticipate him and seek him in his den and confess "Please, sir, I've had an accident!" He can then afford to be generous.

Of one feature of a schoolmaster's duty I can do no more than hint. In sexual ethics no pupil left us for a public school unenlightened, and the testimony of parents and old boys has amply justified this course.

In class-teaching my education developed also. I learnt to correct written work in the boy's presence, and so let him understand the technique and reason of correction: to send an inattentive or irritable pupil for a scamper "once round the field," and so create an atmosphere: to own up on the instant if a classical phrase were beyond my immediate understanding and no camouflage: to teach my history forms without a book: to hear my English poetry repetition without a book: to demand a pageant of pictures (*i.e.*, the picturesque) in English composition: to abolish the incubus of impossible paraphrase in English poetry.

I have just read Sir A. Quiller-Couch on the "Art of Reading," and I find most satisfying corroboration of my own practice in the chapters on "Children's Reading." I can remember trying to teach "Marmion" for a term with careful paraphrase of each stanza, and succeeding in making it a dull vapid thing, till boys

told me openly they "hated 'Marmion.'" So did I that way. Then I digested Laurie Magnus's "Introduction to Poetry," and taught at each lesson a little of the elements of poetic architecture as an introduction to the verse in hand. That was better; but one day a polite youngster pleaded: "Please skip 'What the poet would do,'" and go on to the piece.

And then one day in an hour I read parts, and boys read parts, of "Sohrab and Rustum" as a whole and left it at that. That same day at tea a boy, who had been silent a while, whispered to me: "That was a splendid poem, sir!"

"Is that all the method?" (writes Sir Arthur). "Yes, that is all the method . . . it just lets the author have his own way with the young plant."

For years I have each night for twenty minutes before supper thrown open the door of my study for a voluntary class. This is literally and unreservedly voluntary. During that period I have made a well-understood habit of being in my chair, and accessible to any boy who likes to come for help in any subject within my comprehension. I seldom get a holiday at this time, and the amount of work done has amazed me. The boys bring in their own atmosphere of attention and desire to learn.

I have learnt that, in the case of preparatory pupils at any rate, there are other reasonable recreations than "eternal cricket and football." The great national games do not suffer, and I have lived amid a riot of imaginative games. I have lived to encourage acting, dressing-up, and playing a part. At times I have takep the boys' own plots and elaborated them, and the rehearsals have done more for elocution than formal lessons could do. I am at one with Mr. Wells, who in his "Joan and Peter" cries aloud for acting in schools. But it was the boys who converted me, not Mr. Wells.

My daily Scripture lessons have taught me much in the art of presenting dramatically the Old Testament. Sir A. Quiller-Couch might have eased my path had his new book been published earlier, and led me to a higher dramatic understanding of certain Psalms and the book of Job.

Lastly, on Sundays I have learnt to try to exhibit lessons from the New Testament in such a way as to plant the seeds of truth clearly in a boy's mind in language which he never meets with in the pulpit.

What I think I learnt from Phase III has been to understand.

#### A Burnley Report.

Mr. A. R. Pickles, the Director, has issued an interesting annual report to the Burnley Education Committee. In the centre of the town the number of children on roll has decreased fifty per cent. since 1900, and there has been no addition to the elementary school accommodation during the past ten years. Secondary Education is urgently required. The supply of teachers has fallen off during the last twelve years and there is now a serious shortage. Whereas in 1900 there were forty-six candidates for teaching last year there were only ten. Even to satisfy the demands of the hour at least thirty are required annually. An outline of the Committee's proposals is given in order of urgency, and Mr. Pickles shows that under present financial difficulties, the planning and construction of school buildings for the next generation must be of the simplest character.

## THE TRAINING OF TEACHERS OF MUSIC.

BY ALBERT A. COCK

(*Professor of Education and Philosophy in the University College of Southampton*).

Perhaps no part of the work of the Teachers Registration Council is more promising and more desirable than the encouragement of schemes for the due training of specialist teachers who do not ordinarily come within the range of the national system for the training of teachers in elementary and secondary schools. "Young persons" (to use the phrase in the 1918 Act) who, having learnt the piano and violin, desire to set up academies of music or 'to receive a few pupils'; young artists who having figured, perhaps once, upon the line at the Royal Academy, or more often have joined the ranks of the rejected and aspire to be drawing masters; daughters of the manse and other parsonages who, having heard their fathers preach *ad nauseam*, propose to teach elocution with or without department; the miscellany of men and women who teach the "extras" in our private schools; how shall all these acquire those technical qualifications, that supervised training which will really justify their being recognised as approved teachers of their several subjects, admit them as craftsmen in a great profession?

The problem is not easy. Large numbers of these excellently intentioned people have had only a very desultory previous education; most are already labouring at their tasks to make, create, and preserve a living rarely very lucrative, generally precarious, usually without a secure future. Few have any special interest in the relation of their subjects to education generally or any special knowledge of the significance of their pursuits in the personal development of their pupils, who, in their turn, are apt to regard these "extras" as having a purely utilitarian, conventional social value as so-called accomplishments.

Certain principles seem clear and indisputable. In their own interests, in the interests of their pupils, in the interest of the teaching profession as a whole; that is, in the general interest of the national education, these persons should in every case reach an approved and high standard of technique as practitioners of music, art, elocution, dancing, or what not. It is not sufficient to be in much request at provincial entertainments. There must be real skill, real powers of execution in these subjects. Furthermore, with this technical skill must go real taste, real knowledge of what is or is not good music, good art, good deportment; and as a general rule it is desirable that this taste and skill should be informed by a real knowledge of the history of the particular art. In some respects what is often a vague knowledge of, say, the Italian method or school of singing is much less important than a real knowledge of the Italian school of *songs*. Similarly, some knowledge of masters of art as seen in various galleries is more important than acquaintance with art masters!

But in addition to this technical skill as practitioners and some knowledge of the historical development of the art, all specialist teachers of the type now under discussion should have a real knowledge of, reach a real standard of understanding and appreciation of

some other cultural subject, akin to, it may be, but still different from their own. An elocution master (and there are many such) who does not really know English literature (not to speak of, say, French or classical literature); or a dancing master who is ignorant of Plato's "Republic"; or an art master to whom poetry or music or history are wholly alien, or a so-called 'professor' of music who is so absorbed in teaching Czerny, Ezra Read, or presently it may be Chopin, that he has no time for Georges Sand, for Charles Reade or Chaucer, all such are in reality stumbling blocks in the advancement of learning and the appreciation of beauty. A creative artist in any field whatsoever must be observant of human nature in more or less every field, and hence must be acquainted with the results of human endeavour in subjects other than his own. Proportion in one's own subject and cognisance of its significance and affiliations with the rest of knowledge can only come through real attainment in at least some other branch thereof.

And, as a general, or at any rate as a desirable rule, wherever such a teacher practises an art or craft which is expressive of beauty, he should have some acquaintance with the principles of taste, the canons of judgment, in a word, with the theory of the beautiful, with æsthetics. What can they know of music who only music know? Must they not, with Browning, 'consider and bow the head'? Must not the art teacher give some consideration to the underlying problems of art and life, determine with Rossetti, 'How sky-breadth and field-silence and this day are symbols also in some deeper way'?

If "it is all triumphant art, but art in obedience to laws," if "those lesser thirds so plaintive, sixths diminished, sigh on sigh," tell us something, must not the creators, the practisers, and the perpetrators of all these forms and would-be forms of beauty strive to understand the underlying principles which may eventually enable us to agree that Beauty is Truth and Truth Beauty? Indeed, the increasing attention now being given by students of philosophy to æsthetics seems to require a corresponding interest on the part of those who as practitioners ostensibly have first hand knowledge of what Beauty is and means.

But this equipment of skill, of taste, of general education is not all. Proved ability to teach must be required of those who claim to call themselves teachers, professors, or visiting masters of any subject. The pupils who purchase their wares have a right to know what is, as it were, the trade mark. And the great body of qualified teachers in general have a duty necessarily delegated in part to authoritative bodies like the Board of Education and the Teachers Registration Council, to see that their name and profession are not brought into disrepute because of the lack of ability to handle individual pupils, small groups, or large classes, in the specialist teachers to whom we refer. There are signs that this is being recognised. We have some few recognised schools of art where art teachers may receive some degree of training, centres where teachers of domestic science may be properly equipped on the pedagogic, and in two or three places—notably London, and more recently Southampton—provision is made for the proper training of teachers of music.

The course at Southampton may be either a one year post-graduate course for those who have already obtained some recognised qualification in music, or a longer course conducted *pari passu* with the student's musical studies. In either case, therefore, real qualification in music is indispensable, and this may be described as Part I, fulfilled either before, or concurrently with the rest of the course. Part II consists of a course in some cultural subject such as English or foreign literature, history, history of music or of art, or any other subject having a recognised academic standing, and the student must pursue such course to a standard approximating at least to the intermediate examination for a degree; the details vary with each individual case. Part III consists of a general course in the theory and practice of education, covering general theory, psychology seminar with a set book, demonstration and criticism lessons. It is important here to observe that there is not one sort of psychology specially manufactured for teachers of music and another for students reading for a general diploma in teaching. The psychology required must, of course, include the psychology of æsthetic experience, of child development, and of adolescent and adult life, but it must be psychology proper, not a *mélange ad hoc*.

Part IV is special to the course. It consists of a series of lectures and discussions in æsthetics, with special reference in this case to music. Æsthetics is here treated firstly as a branch of philosophy, and secondly as a systematic view and survey of experience in a particular direction. The object is to deepen the significance of the specialised subject; "to consider and bow the head"; to relate music both to the life of action and to the life of thought. The treatment is two-fold, a preliminary survey of what appears to be known of the psychology of æsthetic experience, and then an historical survey of theories of beauty, ancient and modern. Such a treatment lends itself to a consideration of such problems as the classification of the arts, the genesis and growth of taste, and particular topics such as ugliness and the question whether there can, strictly speaking, be ugliness in music, whether the two may not be contradictory. Experimental work is correlated herewith: a course of experimental lessons in music, and form in music, or a course of demonstration lessons in literature and poetic form. The whole must, of course, be regarded as tentative, as in itself experimental; but it is offered as a contribution to the problem of adequately training teachers of special subjects who otherwise must, unless greatly endowed by Nature, be too often blind leaders of the blind.

#### Manchester Secondary Schools.

There is a shortage of secondary school accommodation in Manchester. For 1,000 places in the Secondary and Central Schools there were 13,500 candidates. Of the 4,000 who showed themselves "capable of profiting" by secondary instruction only one-fourth therefore would have the opportunity. The Manchester Education Committee have recommended the City Council to acquire for £8,500 the Manchester Grammar School.

## EDUCATION "A FRAUD."

MR. BERNARD SHAW is reported to have said recently that what is wrong with education in this country is that "it is a fraud. The school is a fraud, the teachers are frauds, and the teaching is a fraud. It is a masquerade, an imposture."

One can imagine a conversation of the following kind between a friend and Mr. Bernard Shaw.

F.: "Don't you think that for the purpose of being strikingly original, your wholesale condemnation of education and everyone connected with it is too sweeping?"

S.: "Why should I think one thing and say another; or even make such statements without having been forced to such conclusions by observation and facts?"

F.: "Will you explain how education itself can be a fraud? You have not qualified the word 'education' in any way. Most educators appear to distinguish between 'instruction' and 'education.' Surely you cannot object to 'instruction' in itself as fraudulent; e.g., instruction in reading, writing and arithmetic cannot be called a fraud. Surely it is one of the necessities of the present day that one should at least be able to read, write, and cast up simple accounts?"

S.: "No. The fraud does not consist in the instruction given in these subjects so much as the neglect of these subjects, for a useless smattering of a number of other unessential subjects, forming a good part of the instruction for elementary schools."

F.: "Don't you think there is some excuse for these in the fact that teachers and taught cannot be kept at the three R's from day to day, without some relief from change of subject? Besides, the relief, the freshness to the teacher, and the curiosity of the pupil give a better opportunity for education, apart from instruction. You must admit that education, or culture, depends upon the thoughts which pass through the mind of a pupil on a given subject. The pupil should have some subject out of the usual lessons of the day put before him in a pleasant, dreamy, or Socratic style, whilst the teacher is not haunted by the thought that piece-work must be done against time."

S.: "There is something in what you say. But when the nation has spent so much on elementary education, the fact that boys and girls leave the schools in such deplorable ignorance, and with no thinking power, seems to justify my contention that education is a fraud."

F.: "If what you say applied to half the pupils who receive their education at elementary schools, one must confess that the teachers are frauds. This is not true. A teacher employed in a Government school is generally selected when young by the head-teacher for a pupil-teacher. Teaching power grows with teaching, until the pupil-teacher wins a scholarship, and goes to a training college for two years. At the end of that time, the students, with their studies about up to the level of the Intermediate Arts or Science, leave to take up their posts in schools, their principal object being to excel in their profession. They give their very best labour to, and consideration for, the children. There is no room for a teacher who is a fraud in an elementary school."

S.: "Would you attempt to place all teachers in the same category?"

F.: "By no means. I am sorry to say that the law in the present state is not framed to reach some of the real frauds in the scholastic profession, but this applies principally to the private schools. For these are the only schools now that cannot stand a public inspection. There is not much credit due to parents who send their children to such private schools. To give some examples:—

"Case I.—Headmaster (engaging an assistant): 'What certificates of qualification have you?' 'None, sir. 'What! You must have some! Have you ever been

through Gower Street?' 'Yes.' 'Well, that will do. Remember, you have come from University College. Get a gown, and wear it regularly.'

"Case II.—'How are you getting on now?' enquired a former colleague, who knew this fraud had not been able to hold his post in a great company's school. Answer: 'Oh, I am bamboozling the public as usual.'

"Case III.—A man who could not get the lowest Government certificate as a teacher goes to Holland to teach English for awhile. A certificate of aptitude is there necessary before one is allowed to teach. This cost half-a-crown and a bottle of wine. Teaching goes on for awhile, and our teacher returns to England. He thus argues with himself: 'They call the teachers doctors in Holland. I shall call myself Dr. —, and open a private school!' This is a successful fraud.

"Without exaggeration, one could multiply instances of frauds, where the teachers are frauds, the premises insanitary, and the parents are frauds, since they rob their children of a proper education, for the sake of their own silly vanity."

S.: "Then you admit that there are frauds among teachers and parents?"

F.: "Unfortunately, it would be false to deny that among teachers there are frauds of the worst kind. One finds the worst charlatans are the most crafty advertisers. Why should parents allow themselves to be deceived and drawn into the net of such rascals?"

S.: "Because many parents are frauds in the sense indicated, namely, that they want their children out of the way. They are glad to be relieved of their responsibility. But nothing can ever relieve them of the responsibility of choosing a sound school for their children."

F.: "How much better for the succeeding generation if parents would first enquire whether the school has satisfied the Board of Education, the Universities, or the College of Preceptors, and that the teachers are up to the standard required for registration. Every school worthy of its existence, from the elementary to the great public schools, welcomes a sound inspection, and the fraudulent treatment of the uprising generation can be prevented by the honest care of parents, who should make the proper enquiries about a school before entrusting their children to a so-called 'College,' or 'High School,' where they are reduced to mere counters, worth so much a head."

S.: "From your arguments, it appears that you agree with me to a great extent; but, as we are friends, I will not probe your inmost opinions as to what extent we are all fraudulent. You know that I always like to lay bare the truth."

F.: "There it appears that moderation is necessary; for sometimes truth is too painful to be exposed. Hence the greatest care should be exercised by parents in the selection of schools; and backed by Government, we ought to rid ourselves of fraudulent schools and fraudulent teachers in the same way as we are protected against base coinage."

THE FUNDAMENTAL PRINCIPLES OF WATER POWER ENGINEERING: by F. F. Ferguson. Sir Isaac Pitman and Sons.

This little book of 112 pages is one from Pitman's Technical Primer Series, and is a reminder that this enterprising firm, since its incorporation of Messrs Whittaker and Co., is now in the field as publishers of scientific and technical manuals of the highest repute.

The little book before us treats of the fundamentals of its subject in a very practical way, and its handy compact form, simple language, and business-like look generally should appeal to the busy practical man. Room is found at the end for a useful bibliography.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### V. Callimachus of Cyrene (fl. 270 B.C.).

According to Suidas, Callimachus was a member of an ancient and opulent family and wrote eight hundred books in prose and verse. Both statements are generally repeated, but they are at least open to question. For the first the chief positive evidence is the fact that Callimachus in his own epigrams, and frequently by other poets, is called "Battiades," a descendant of Battus, the hero-founder of his native town. Against it is a rather strong negative presumption, in that he was originally a schoolmaster, a noble profession, but one that seems to be seldom followed by men of rank and wealth. It is possible, indeed, that "Battiades" is only a reminiscence of the schoolroom, a glorified nickname invented by Callimachus for himself, as he invented Simichidas for Theocritus, Astacides and Lycidas for Leonidas, Sicelidas for Asclepiades, and Tityrus for Alexander of Aetolia. As for the eight hundred books, if we read "composition" for "book" and include every separate piece he wrote, from the prose "Encyclopædia of useful knowledge" down to the two-line epitaph for his own grave, we may accept the figure as correct. But the prose has entirely disappeared, and most of the verse also, perhaps fortunately, is lost, although Egypt which has recently restored us portions of the "Hecale" still threatens with her doubtful gifts. Of the remaining works outside the Anthology the "Hymns" are the most important, five of them frigid hexameter exercises in court poetry, the sixth the elegiac, "Bath of Pallas," a really lively and vigorous piece of narrative. In the Anthology we have some sixty epigrams, fairly equally divided among the epitaphs, dedications, and amatory poems. They are written with wonderful skill and adroitness, their diction so colloquial and realistic that the text is often perplexingly corrupt, and in several there is a noticeable vein of pawky humour. But poetical feeling is usually overshadowed by technical artifice and the criticism of Meleager, as usual, leaves little more to be said—"From Callimachus the honey of the myrtle flower, sweet but harsh upon the tongue."

#### The Wisdom of Pittacus.

Little boys will cry at play—  
"Whip-top fly in your own way";  
And if you would take a wife  
Let this be your rule of life,  
Do not choose a maiden grand,  
Whip a top that suits your hand. A.P. vii. 89.

#### On the Tomb of Crethis.

They mourn her yet, the maids of Samos isle;  
For she had skill their labour to beguile  
With merry tale and jest.  
But now beneath this stone in slumber deep,  
The common guerdon, Crethis lies asleep,  
Her tongue at rest. A.P. vii. 459.

#### On a Statue of Artemis.

This statue here Phileratis did set  
For thee, O queen divine.  
Accept the gift and on thy suppliant let  
Thy light of safety shine. A.P. vi. 347.

#### Gifts to Venus.

Oft did she roam upon the mountain side  
And loud the name of Dionysus cried;  
But now poor Simone brings the band  
That kissed her rosy breast,  
The torch she waved, the magic wand  
With Bacchic power possessed,  
The painted likeness of her youthful grace;  
And sets them, Venus, in thy holy place.  
A.P. xiii. 24.

#### To Archinus.

If I did come of set intent  
Then be thy blame my punishment;  
But if by love a capture made  
Forgive my hasty serenade.  
Wine drew me on, Love thrust behind,  
I was not master of my mind.  
And when I came I did not cry  
My name aloud, my ancestry;  
Only my lips thy lintel pressed,  
If this be crime, the crime's confessed.  
A.P. xii. 118.

#### To Menexenus.

Nay tempt me not, take those soft arms away,  
There lurks a spark beneath these ashes grey  
Still pregnant with desire.  
By Pan I swear and Bacchus lord divine  
Still do I tremble lest this heart of mine  
Should wake its ancient fire.  
  
E'en as a river by some crumbling wall  
With silent tooth beguiles the stones to fall  
Where soft the waters glide;  
So do I fear lest passion's tranquil stream  
Lull all my soul in Love's enchanted dream,  
And drown me 'neath the tide.  
A.P. xii. 139.

#### To Conopion.

O cruel, cruel! As I lie  
Upon this ice-cold stone,  
So may you sleep whose lovers sigh  
In misery alone.  
The very neighbours grieve to see  
How here I lie in agony.  
  
So may you sleep! Within your breast  
No shade of pity lives;  
Your pride in mercy has no part,  
To love no kindness gives;  
Soon will the grey hairs come, and they  
Perchance will make you rue this day.  
A.P. v. 23.

#### The Young Mother.

Lycaenis calls thee; Ilithya, come  
And help again the labour of her womb.  
This for a girl; soon may thy temple fair  
Receive the gifts that for a boy we bear.  
F. A. WRIGHT.



## ART IN LONDON.

"Christ in the Carpenter's Shop": by J. E. MILLAIS.

"The Saturday Review" for August 6 contained an article by Mr. Lewis Hind, in which the distinguished critic dealt, under the heading "Art Greed," with the case of Millais' famous picture, "Christ in the Carpenter's Shop," just secured for the British nation by special subscription. Mr. Hind is, so far as I am aware, the only prominent writer on art who has had at once the good sense and the daring to press in public what is surely the only reasonable and generous view of the struggle between Melbourne and London for the possession of this picture.

What are the facts? For ten years Millais' remarkable painting has been on loan to the Tate Gallery from the executors of the owner, the late Mrs. Beer. The National Gallery of Melbourne, eager to obtain for Australia one of the masterpieces of the pre-Raphaelite school, offered to buy the picture for £10,000. Sensation in British official circles and an "S.O.S." to government and wealthy connoisseurs, imploring financial aid to prevent this "central and outstanding achievement" of pre-Raphaelitism leaving the British Isles. For a time the result of the appeal was in doubt, but ultimately the necessary money was forthcoming, and "Christ in the Carpenter's Shop" has become for ever an ornament to the Tate.

Mr. Hind speaks of "greed," and with every justification. But he might have spoken also of "obstinate stupidity." London is not without pre-Raphaelite pictures, but she is lamentably short of the work of many foreign artists, whose pictures first-class Continental galleries reckon among their finest treasures. "Money is so scarce" the apologists say. Yet for £10,000 fine examples of the work of Daumier, Manet, Renoir, Cezanne, Gauguin, and of several other painters virtually unknown to the visitors to our public galleries, might have been purchased, and purchased on a rising market. At the same time the sale of Millais' picture to Australia at a price (really, but not admittedly) in excess of its value could only have strengthened the pre-Raphaelite market and so have benefited British owners of works of a school less appreciated outside these islands than is commonly realised. And yet our artistic pundits, in whose care lies the provisioning of art for our children and children's children, deliberately create a storm of selfish excitement to extract from the pockets of taxpayers and art-lovers a fancy price for a picture that in Melbourne would live as a splendid witness to English genius, but in London is merely another costly toy to an already over-furnished nursery.

Deliberately I have left on one side the finer, more spiritual argument that an act of generosity to Melbourne is an act of generosity to a near relation. That point of view is well put by Mr. Hind, and we can but hope that its nobility is not an obstacle to its persuasiveness. I have preferred to confine myself to the mundane materialism of market value and of official responsibility. It is the simple duty of our art-directorate and of those art-organisations that, if not actually official, have such power and influence as to be virtually official, to use their knowledge to buy with discrimination and as cheaply as possible works of art to which future generations will wish to have access. Of course "Christ in the Carpenter's shop" is a picture any gallery would be honoured to possess, but there are many in similar case of whose beauties we are allowed little or no idea. Daumier, Van Gogh, Cezanne, and the rest are not cheap, but they are much cheaper than they will be in five or ten years' time. Can the same be said of Millais' picture? Nevertheless it has been acquired, at the top of the market and for a country already overstocked with pre-Raphaelitism. Our grandchildren will decide whether this action is far-sighted patriotism or conventional stupidity.

MICHAEL SADLEIR.

## MUSIC.

The Power of the Press.

Allowing, even, for an expected paucity of ideas, it is a little difficult to understand for what reason concert notices and musical criticisms in the daily press are published at all. Asking why the work is not given to someone capable one is told that it is a matter of organisation, and that anyone on the staff with more journalistic grace in his inkpot than acoustical properties in his brain-box will be able to do it well enough to please their public. This bland assumption, that its readers are not only ignorant but also stupid, no doubt accounts for the naive remarks appearing the other day in a newspaper which boasts a fair-sized nett circulation. This paper, commenting on the Russian Ballet, said that an interlude by a man called "Poulon" was played, that it was a succession of weird noises, that it was booed and hissed, and that we didn't want that sort of thing over here, being far too sensible and intelligent a people, and so on.

It may be urged that one would not look in a paper of that sort for serious criticism, which is no doubt true to a very great extent. "News" is the business of such a paper, and in it the only serious criticism is confined to frivolous subjects such as how business girls should dress, superfluous women, and the Budget. Still, if news is its business, it should be generally correct. To say a piece by Poulenc is by Poulon, to say it is hissed and booed when it is not hissed and booed, to say we don't want it over here when we are obviously interested to hear it, is surely rather a failure to live up to the glorious standards of "THE PRESS." Whether the general atmosphere of such an article is harmful or not I leave to the decision of my readers.

These three pieces of Poulenc's from "*Le Gendarme Incompris*" are interesting, especially as exhibiting that curiously refined disgust and "*nostalgie de la classique*" which seems to be such a dominating characteristic of a great deal of the French art of the present day. The essentially Parisian refinement of the ideas and the use of them, the polished satire, the touch of "murissant," the inconclusive combinations of instruments, the workings up to climaxes which end, for the most part, in disappointing and cynical tinklings, all tend to produce an atmosphere of cultured but unhopeful elegance such as one connects with periods like that which produced "The Rape of the Lock" and, in a later century, Aubrey Beardsley's illustrations for it. It is perhaps decadence, but it is an accomplished decadence. It is far from being a "succession of weird noises." Style and finish are among its most obvious characteristics. We are conscious of a veiled beauty, and conscious at the same time of the composer laughing at us for recognising it. This is, perhaps, part of that spirit of Dadaism which is not easy to understand because it is so far underlying and its exponents don't want us to understand it.

It only remains to be repeated that the audience did not hiss, and that the English are a little more hospitable to the foreign arts than any country in the world, except perhaps Switzerland.

RUPERT LEE.

FROM THE ORGAN LOFT: by Alfred H. Allen. (Blackwell, Oxford, 2s. 6d.)

A trenchant little paper in which the author speaks very freely as to the decadent state of music in the ordinary parish church; his remedy, apparently, is to give a series of choir and organ Recitals in which all the numbers are Hymn-Preludes or Hymn-Anthems. Certainly all those who listened to such programmes, mainly drawn from Bach, Parry, Brahms, Wesley, Vaughan Williams, etc., would hear a great deal of excellent music, and might, if their musical education was sufficiently advanced, perceive the value of the hymn tunes used as their basis. For the rest the author is vastly in earnest, and what he says is true enough.



# SCHOOLCRAFT.

## NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

### THE STANDARD NOTE IN MUSIC.

By George Milne.

It ought to interest all teachers of music to have a saving effected in their time, trouble and temper. If this objective is praiseworthy in other spheres, in business and in the factory, then surely it is opportune to raise the question of a standardised sign for the beat in music. The crochet as the sign will be found revolutionary enough to satisfy the extremist amongst us.

One sign for one thing and the same sign for the same thing is sound psychology. This ought to be the basis for any reform we propose.

There may be the feeling that our simplification would take us too far and leave us in the contemplative mood of the workman who sees a new machine introduced to do his work so many times quicker than he.

One effect of the "standard note" would be to cut out a whole realm of time signatures and relative values.

It will be found that even compound time signatures are unnecessary. This might be illustrated by a bar of  $\frac{12}{8}$  time being printed as a crotchet for the beat with triplets:—



as is sometimes done. The particular groupings suggesting the accent and rhythm. The unit of time is the beat. All signatures are an endeavour to indicate that beat.

Establish a crotchet for the beat a minim would be a **two beat** sign (not a half note). A semibreve would be for ever a **four beat** note (not a whole note). A quaver a **half beat**, and so on.

At present the mental somersault has to be performed of thinking of a crotchet as a fourth note and at the same time as representing a unit of measurement. Having accomplished this—there are acrobats among us—we do it over again with a minim or quaver as the beat.

The need to explain the presence of the bottom figure in a time signature would cease to exist. In place of the time signature would be needed only the figure 2, for two pulse; 3, for three pulse; and 4 for four pulse measure. (It may be not even these for reasons apparent below.) Tonic Sol-fa notation requires no time signature. Music would become more uniform in appearance, and this might be argued against "standardising" the beat. There is something suggestive of variety in semi-quavers as contrasted with the printed effect of crotchets. Some pupils hurry unduly when semiquavers appear and slow down on approaching minims and crotchets. When examined this is but a failure to appreciate the beat, and it is clear that when notes bear their true import and always the same import then will the beat be more readily felt. There is no doubt that the sensations experienced on looking at a page largely filled with quavers and semi-quavers are distinct from those experienced when looking at one filled with minims and semibreves. The sensations are not only of speed, but liveliness, or solemnity may be suggested. The fact that Church music is printed in minims and semibreves, etc., is a recognition of this suggestive element. To say that it is a "conservative" principle which makes the Church cling to minims and semibreves would scarcely be true, because there are cases where the hymn book has been revised and from a general notation of crotchets and quavers there was a reversion to the minim and semibreve. Would this not imply an association between the character of the printed page and the nature of the use? To see always the same notes would, will be held by some, rob the composer of this means of "suggesting." Akin to this how many consult the printed page before the time signature?

Students are exercised in this direction by having to find time signatures from extremely difficult bar groupings.

At examinations all this would be simplified into:—  
"Whether is this bar based on twos (halves, duplets) or threes (thirds, triplets)?"

"Whether is the beat in this bar divided into halves, quarters, etc., or into thirds, sixths, etc.?"

If contemplation of the printed page were the end then let us have as much variety and relief to the eye as possible. A little thought, however, will reveal the fact that the real effect is to be found on translating the printed page into **sounds** of varying lengths and loudness in strict relation to a beat.

The means employed for expressing particular speeds might also be subject to revision. As matters now stand the musician has to be conversant with terms of expression in at least three foreign languages. This is scarcely to be avoided so long as musicians in each country will use a foreign language (or their own). The trouble arises when an Englishman begins to give his directions in, say, Italian. When we get "Andantino quasi allegretto," then it is about time it was recognised the printer is working fewer hours. We get Andante con moto, Andante moderato, Andante ma non troppo, Andante quasi allegro. All andantes and none of them Andante. It would not be so bad if something like the following were not added:—

Andante	= 69	and later in same book	= 84
Allegretto	= 66	and	= 66
Allegro	= 116 and	= 72	and = 92
Presto	= 88	and Presto agitato	= 76

When it is remembered that the above are from one volume, and not the conflicting directions of different men, some explanation is necessary other than defective memory, and be it remembered the above have reference to the beat.

It could be argued here again that there is a "suggestiveness" but all that is standardised in giving the metronome rate. To say that a bare metronome rate is too bald is to imply that players begin, say Allegro, play strict to time, and have no further perception of the intention of the composer—or have no intentions of their own.

The metronome rate with such simple qualifications as **about** ( =60) **not slower than** ( =60) **not quicker than** ( =60) is all that is actually required—or is ever attempted in actual performance.

To extend the idea to the revision of clefs would no doubt be profitable if undertaken by someone engaged in orchestra. The treble and bass clefs cover the whole range of absolute pitch. The other clefs are confined to a middle region and if ledger lines are the only obstacle then to be above the bass is to be in the treble and *vice versa*.

Does the paring down seem too severe? Is the medium left too bald, characterless and not sufficiently suggestive of all those subtleties imagined as present in our notation as it stands? The Tonic sol-fa to look at does not impress one with its own particular merit, *i.e.*, the element of relative pitch, and yet it is most powerful as a medium for developing that sense. Similarly the staff notation shorn of its contradictions and superfluities (which are retained out of deference to pedantry and history and long after particular signs have outrun their usefulness) may come to represent more definitely those other elements, time and speed, common to both notations.

Has anything been left to teach? Does pedantry tremble at the uselessness of much that it has to teach?

There is little left to teach but Music.

**HEARING TESTS. By W. Carey Roe.**

When I was a boy at school I can well remember a master causing great amusement by saying, in response to the plea of a boy that he had not heard a certain question, "Ah, Jones, there are none so deaf as those who won't hear."

Why deafness and its consequences should generally be a cause of mirth it is difficult to understand. It is common-sense which impels us to have slight defects in vision remedied, but slight defects in hearing are rarely comprehended, and when discovered are still more rarely overcome.

Yet a slight defect in hearing may have, and frequently does have, very serious consequences from an educational and a mental point of view. A boy, finding his defect to be a source of merriment, tends to cover it up, to disguise it by an assumed or real ignorance which rapidly gains for him a reputation of stupidity. The physical strain of listening is a distraction to the mind in its effort to grasp a meaning, and a boy, unless properly encouraged, is liable to give up the effort.

It is not possible to detail here the full consequences of deafness, whether total or partial; it is sufficient to stress the great importance of a clear means of impression. A sentence imperfectly heard is understood imperfectly and reproduced imperfectly. Slipshod speech, especially the dropping of consonants, is often due to slight deafness, which prevents the consonants from being heard and consequently from being imitated.

The average class-teacher is sufficiently burdened with duties as it is, but the immense importance of the sense of hearing as the chief means of instruction makes one hope that the "Hearing Tests" recently instituted by the Birmingham Education Committee will before long be in use in every school in the country. The following is an extract from the circular issued by the committee to the head teachers of all schools in the Birmingham area:

**Hearing Tests for Children.**

Test to be used for every child on admission to:—

- (a) Infant Departments.
- (b) Upper Departments.

Forced whispered speech to be used by the teacher at five measured feet from the child.

The child should be placed with back to teacher and should be tested in a room where other children are working.

**TEST.**

The teacher should give not less than three simple commands, such as—

- (1) Touch the floor.
- (2) Hands on head.
- (3) Turn round.

These commands may be varied, but must be simple and short.

**CLASSIFICATION.**

Children should be classified as A, B or C, and this result entered on the Medical Schedule at line 21 by the teacher.

- A. Children who readily respond to all commands.
- B. Children who hesitate in responding to one of these commands. (These children to be kept under observation and reported to the School Medical Officer at the next examination.)
- C. Children who hesitate or fail to respond to two or more of the three commands. (These children to be reported at once to the Chief Education Officer with a view to immediate medical examination.)

These or similar tests will ensure the detection of all cases of slight deafness, and it will be possible to apply surgical or medical remedial measures to those who can benefit; but even so there will still remain a residue of incurable slightly deaf pupils, and it is in the treatment of these that it is most essential to apply common-sense principles in the class-room. "The force with which sound waves impress the hearing mechanism varies inversely as the square of the

distance from the source of the sound to the ear." So that a word spoken at four yards from an individual is heard four times as easily when spoken two yards away, or sixteen times as easily when spoken one yard away, or one hundred and forty-four times as easily when spoken a foot away. The slightly deaf pupils should therefore be given the best positions in the class-room as regards sound, which, as a rule, are in the front desks. In addition consideration should be given for any apparent stupidity in response or in lack of attention, which may be due to deafness, and under no circumstances should the boys be made to feel that this defect is a fit subject for comment, whether of a humorous or sarcastic kind.

**NOTES ON THE LEAGUE OF NATIONS.****IV.—The Covenant.**

(1) The covenant forms the first twenty-six articles of the Peace Treaty signed on June 28, 1918, at Versailles.

(2) "The Covenant is the Charter or Constitution of the League of Nations" (opening sentence of "THE COVENANT EXPLAINED," by Prof. Gilbert Murray, League of Nations Union, 15, Grosvenor Crescent, W.C. 1. : 1s. net.).

(3) The original members included nearly every important State in the world, except Germany, Austria-Hungary, Turkey, Bulgaria, Russia. These States can be admitted, upon request, by a two-thirds majority of the Assembly of the League.

The United States of America is not at present an effective member.

(4) The League has its headquarters in Geneva, the most international of all cities, the centre of the Red Cross movement, now so firmly established.

(5) The League has (1) an Assembly, (2) a Council, (3) a permanent body of officers (secretariat).

(6) **The Assembly** consists of not more than three representatives for each State. It may finally consist of 150 members; but each State has only one vote.

(7) **The Council** consists of one representative each of (1) five great Powers, and (2) four small Powers.

(8) The Secretariat consists of a staff giving its whole time to the business of the League.

This is the machinery of the League. Every human institution or machine depends on the spirit in which it is worked. The League will quickly improve or deteriorate exactly as the spirit in which it is worked becomes loftier or baser. Only ten years ago any kind of League at all seemed impossible. Now a league exists.

**Labour.**

One part of the League's work is done through an International Labour Office. In one way or another, Labour representatives have been trying to form international bodies ever since the middle of the nineteenth century. This Labour Office arranged for discussion at its first Conference (Oct., 1919) the questions of unemployment, the eight-hour day, condition of women's and children's work. The aim is to prevent any country, by "sweating" conditions of labour, from attacking the standard of life in other countries. The "guiding principle" is thus stated:—

"That Labour should not be regarded merely as a commodity or article of commerce."

The attempt towards an international "minimum standard" is an extension of the idea of a national "minimum standard of life."

**Disputes.**

A permanent Court of International Justice is to be set up under the Covenant, and "No member of the League may go to war with another until three months after the decision of the dispute, whether it has been submitted to arbitration or to the Council for settlement."

In a dispute where a non-member is concerned, the non-member State is invited to become a member for the purpose of the dispute. Refusal may be declared to be a breach of covenant, which is held as an act of war against the League. Thus no State, whether a member of the League or not, is allowed to claim that going to war is "my own business."

#### Treaties.

All treaties are to be registered with the League. This is an attempt to prevent secret treaties. No treaty is to be held binding until it is registered.

Old treaties may be reported by the League, from time to time, as having become obsolete, and needing revision.

#### Armaments.

The Council of the League is empowered to draw up plans for the reduction of armaments, to be revised every ten years.

Private manufacture of war materials is not (yet) forbidden, but it is mentioned as objectionable (Section 8). The seat of the League is at first established at Geneva.

### THE EDUCATIONAL VALUE OF "HOWLERS."

By Wm. H. White.

A "howler" is a glaring mistake and every examination brings up a crop of fresh ones. The examiner with a smile or a frown (it depends how tired he is) draws his blue pencil across the error and rushes on. Yet these errors are always worthy of study—by the master who has taught the pupil, and by the examiner who has set the questions. Many examinees suspect that the examiner is out to trip them and they search each question to see where the catch lies. Often it is not there, of course, but the candidates' imagination reads impossible things into the most straightforward question. But apart from misunderstood questions "howlers" are worth studying, with the boy in mind, instead of dismissing them as "part of Jones minor's usual idiocy."

Sometimes the error is purely a verbal one due to a misunderstood word or phrase. In this category are the famous ones: "Without our aid He did a smake"; "And for His sheep He doth a steak"; "Our Father chart in heaven"; "May the Lord bless because it's Friday." The cause and cure are obvious, and once the correct version is seen the mistake ceases to be made.

A common class of errors is that caused by pupil and teacher placing a statement against different backgrounds. We are apt to take it for granted that our pupils are thinking as we do, forgetting that they have neither our knowledge nor our experiences to draw from. An Inspector once questioned a class on Wolfe's Burial of Sir John Moore. He asked a boy to explain the words "Not a funeral note." To the amazement of the teacher, who thought the phrase was self-explanatory and had wasted no time on it, the boy answered that the words referred to the black-bordered note which it was customary to send from one regiment to another on the death of a commander. He added that in this case it was dispensed with because of the lack of time. The remedy for this class of mistake, and it is commoner than we suppose, is to get our pupils to write down their impressions and to examine these carefully. The history master who found that his pupils explained "The King's Evil" as referring to Henry VIII and his wives was annoyed, but the error was a perfectly natural one.

Quite another class of errors are those perpetrated by the valiant guessers. The boy who said that "Pilgrim's Progress" was an account of the voyage and landing of the Pilgrim Fathers belonged to this company; so did the youth who suggested "Three Stars" as the name of a famous steamship line crossing the Atlantic.

Children have very small power of surveying a wide field of knowledge at a glance. They are so interested in

the trees that they cannot see the wood. This is the cause of those incongruities which strike the adult at once, but do not seem ridiculous to the child. The earnest student who having explained the reason why the juice of a fruit tart ascends the cup inside and then added "the cup must not be more than thirty feet high" belonged to this last class.

### NARRATIVE DESCRIPTION.

By K. Forbes Dunlop, B.A.

It is extraordinary how very incoherent a child is in describing orally any exciting scene which she has witnessed: she begins with the outstanding moment and then works backwards or forwards therefrom. On the contrary, the aged are apt to make their preliminaries so long that the audience has to exert patient restraint in waiting for the "point" to come. To teach a young person how to describe a scene vividly, verbally or in writing, is a difficult but useful lesson.

In teaching written Composition it is well to show how an event can be described briefly and vividly in one paragraph. To a class of girls, aged about eleven, I read the following little paragraph. It is well to appeal to the *ear* as well as the *eye*.

"The hot August day is drawing to a close. The little city children, wearied by the stuffy atmosphere, sit idly on the sun-baked door-steps, or play languidly on the dusty pavements. Suddenly, a shriek is heard, followed by the beat of hurrying feet. The air is filled with the smell of smoke. Where does it come from? What has happened? The children become alert. Doors open: people hurry out. The air is full of clamour. "Fire!" shouts a woman. "Simpson's buildings a-blaze!" mutters a man as he hastens past. Soon the street is filled with a swaying, anxious crowd of people who gaze in horror at the spreading flames. The flames leap up hissing like the snorts of an angry dragon. Above the murmur sounds the "clang-clang" of the bell of the engine. Nearer it comes. Round the corner swings the car, laden with the firemen in glittering helmets. In an instant they are at work, adjusting hose-pipes, raising ladders. Before long, the flames begin to die down, the smoke to clear away. A few hours later, where the homes of many a family stood, nothing remains but a charred and blackened skeleton of stone-work. The crowd disperses. Night falls upon the city."

After reading it carefully, I ask the girls to think quietly what means have been employed to produce the effect, and to write these points down in their "rough" books. Some will notice several devices—others will require to have them pointed out. After a few moments, I ask them what they have observed. Gradually, we gather the following points which I enumerate on the board.

1. Use of the present tense.
2. Use of short sentences.
3. Use of rhetorical questions.
4. Introduction of scraps of conversation.
5. Introduction of a simile or metaphor.
6. The careful balance of sentences or phrases.
7. The effect of a change from quiet to excitement, and back again.

We discuss each point and note examples in the given narrative.

If there is time I ask them to write a paragraph in class on "A Fire" or on a kindred subject, such as "An Accident." If there is not time, this may be set for "prep." It is well to ask them to describe an accident, as most girls have met with some mishap which they will record with gusto. It is better to ask them to describe an actual experience than an imaginary one. If they learn to do this vividly, a useful lesson has been mastered.

## THE FOUNDATIONS OF MUSICAL EDUCATION.

The Summer Meeting of the London School of Dalcroze Eurhythmics was opened at Oxford on August 5th, when an important address was delivered by Dr. John Borland, Musical Adviser to the London Education Authority. In the course of his address Dr. Borland said:—

At this period of transition, when we are somewhat slowly and painfully settling down to normal conditions in education, it seems desirable to survey seriously the musical field, amongst others; to note what changes are taking place in aims and methods; to estimate their value; to assess also certain new forces which have more or less established themselves in our scheme and which seem to promise great developments in the near future. It is well also that many people should take part in the survey, for music is so many-sided that no one observer can effectively see it as a whole at one time.

Let us consider first what are to be reckoned the "Foundations" of Musical Education. As the bed-rock foundation we must place the training of the ear. Without this, all superstructure must be shaky and incomplete, yet it is but a few years since musicians began to take it in hand seriously. Every child should have its opportunity to enjoy music, and to enjoy it with understanding, not with the object of becoming a public performer, but as a part of a well-balanced education for living. It is quite certain that we cannot build up a musical nation through that small body of individuals who "learn music." We require to teach the fundamentals to everybody, and to begin as early as possible. If this important work is done well in our junior schools the labours of those who teach and those who learn later on will be halved at least. In addition, we shall cultivate such a body of intelligent listeners that our composers and players and singers will be sure of a profitable and appreciative hearing.

In many schools, in the past, we have sadly lacked system, and the inclusion of music as a subject of the curriculum at all has depended greatly upon the chance goodwill of head teachers, while its foundation in ear training has been ignored. Roughly speaking, until now, the higher one has gone up the social ladder the less satisfactory has the teaching of music seemed to become. It is an everlasting glory of the Elementary School that it was the pioneer in ear training and sight singing many years before music received any serious consideration in Secondary Schools and in great Public Schools. Now these Upper Grade Schools are beginning to receive music at its true value, as an integral part of a liberal education. It is hardly necessary to say that this attitude is all important; we may care little whether a few more or a few less pupils are taught to play the piano or the violin; the vital matter is to get the musical faculty cultivated in all who possess it at all, that is to say in about 99 per cent. of the population. Probably the weakest spot at present so far as music is concerned is in the Preparatory School, and especially the Boys' Preparatory School, where ear training is almost entirely neglected. Another weak spot is in the upper portions of the Boys' Secondary and Public Schools, where it is considered unnecessary to have any more music after the voice-breaking period, or even earlier—as though singing were the only possible form of music. In the Elementary Schools the gravest form of weakness is a

lack of co-ordination between junior and senior departments, and between class and class in the same department, whereby much time is lost by the pupils and time and labour are wasted by the teachers in unnecessary lesson preparation and over-lapping. Happily, there are many bright examples of the contrary, where all the teaching is in itself good, and the desirable continuity is secured by intelligent organisation.

Above the bed-rock of ear training in musical education lie the super-foundations of practical musical work: Voice training in classes, sight reading, the acquiring of instrumental technique; training in musical theory, harmony and composition; study of musical history; solo singing for those whose voices justify special treatment; appreciation of music, apart from learning to perform it. Of these, the only departments with which we can concern ourselves to-day are those which can be dealt with in classes during school years or immediately following, namely, voice training and sight reading (the latter inevitably including training in rhythm as well as pitch), and appreciation (including the elements of harmony, form and history). It is commonly asked how it is possible to find time for all these things in two half-hours a week or something of that kind. The reply is that it *can* be done and *is* done where proper organisation exists. The half-hour lesson is not much, but in nine years in the junior schools it adds up to 360 hours, which again advance to 540 hours if the full period of secondary education be added. There is no age too young for real training of infants, and a great deal of the work with which Senior Schools contend has already been completed in some of the best organised infants' departments. The training in rhythm is especially suitable and easy in the early years.

The mention of rhythm introduces a subject which will be all-important to many of you during the coming fortnight. Melody and harmony, in music, are mainly conventional and artificial. Though, of course, both possess a scientific and a human basis, they have varied in their manifestations in time and space, or in other words, through many centuries and in many lands. Rhythm, on the other hand, is universal; it is life itself. Rhythm is the whole of mathematics, the whole of history, the whole of geography, geology and chemistry. Rhythm is moreover the whole of morality, the science of right proportion and balance, but here we are going somewhat beyond our immediate subject.

The Eurhythmics of M. Jaques-Dalcroze would call for several long essays to do them even partial justice. But the system goes so far beyond what is necessary for children as a foundation of musical education that we can here express unbounded admiration for the contribution which his exercises have already made to the rhythmic training of a good many of our schools, without trying to make a full appreciation of the higher developments of the system. In our purely musical work, the old boredom of such statements as that a minim is equal to two crotchets or four quavers, and so on, has given place to a more stimulating approach to

the same facts, whereby the minim, the crotchet, and the quaver are lived by the children, and ultimately all kinds of rhythms which used to puzzle fairly advanced pupils are grasped with certainty by little ones whose only approach to music is in the school class. M. Dalcroze has taken us back to the elementals: Rhythm is innate in us, and our bodily movements are instruments for its expression. With hands and feet, and our whole bodies, we affirm the principles embodied in those excellent rhythm-names, *taa*, *laatai*, *tafatefe*, etc., brought from France a generation ago. With larger movements of arms and legs in place of the tiny ones of lips and tongue, we educate still more potently the brain centres, and acquire more rapidly a musical appreciation and a physical control.

Ear training, to be thorough, must be associated with written symbols, and so we arrive at the importance of sight reading, not only for utility, but also as a vital element in mental training for music. M. Dalcroze has done well in demanding the immediate association of his movements of limbs with the crotchets and quavers of musical notation. Unfortunately, in some singing classes a recent improvement in tone and in musical taste has been held to justify some slackness in teaching sight singing. This is a grave mistake, and is already being paid for dearly by the young adult generation. One of the foundations has not been "truly laid," and the building is unsafe. Every child who is not mentally deficient can learn to read from musical notation, and thus acquire the power to enjoy music as literature is enjoyed, without necessarily hearing it played or sung, though of course the aural enjoyment increases the mental conception. But many teachers have failed in their duty to their charges, on the plea of "no time." They have chosen ornament without strength, and their work cannot endure.

Here I would put in a plea for a revival of sight singing on the movable Do method, as embodied in the tonic solfa system. Its principles are fundamental and undying. You may dislike the notation, but it still serves as the surest introduction to the staff notation, and (more important) to music itself. The best readers of staff notation are those who, consciously or unconsciously, work on tonic solfa principles, and the proof is seen daily in the successes of small children, taught only in class by the "ordinary" teacher, and in the appalling failure of many vocal students in our music academies, and of professionally trained concert singers. Be faithful to the well-tryed solfa, with its syllables for pitch, and its time-names for rhythm; success in this kingdom is certain if steady work is begun early and continued late. It is a matter for serious regret that the Dalcroze system through its Continental origin has been linked with fixed Do. We have no use for fixed Do in England, and have nothing to learn from the Continent on this aspect of ear-training. On the other hand Dalcroze Eurhythmics allied with movable Do would sweep the country in a wave of enthusiasm.

An important factor in ear training which is much neglected is the appreciation of simultaneous sounds. An early introduction to part-singing of a simple type is desirable, and those who are outside our schools, and remember only their own early musical experiences, can hardly realise at what a tender age children can hear

and reproduce simple harmonies. Official utterances have lately discouraged part-singing in schools because much of it was badly done. The proper cure was to do it better. The argument against part-singing is just as strong against much of the unison singing. When either was raucous or tuneless voice-training and discipline were at fault, and called for replacement by better voice training and better discipline. Part-singing is one of our foundations and cannot be dispensed with.

A chief hindrance in laying the foundations of a musical education may be termed "departmentalism" or "cliqueism." We have our folk-song enthusiast who can see no good in sight-singing or part-music; our voice-producing enthusiast who looks at everything from the point of view of the tone-producer; there is our pianoforte-trained person who will fight furiously, and will be willing to put the clock back a long way on some matter of mere notation; we have witnessed a wild Scotsman lately making onslaught on tonic solfa and all its works; we have the enthusiast for the appreciation of music who thinks that all definite ear-training should go by the board, and that children should be given instead some washy sort of general impression of masterpieces—we might as well try to teach the appreciation of Shakespeare before teaching English.

Notwithstanding all that has just been said, we owe a great deal to the enthusiasts for their work in their own fields. The voice trainers have nearly succeeded in turning bad tone out of the schools. The folk-song people with infinite patience have preserved for us a large literature from which many gems can be selected. We can take our pick from their work, and dovetail the portions which suit our purpose into an eclectic scheme of musical education. We need voice-training up to the point of eliminating crude and harsh tones. We need ear-training up to the point of enabling the pupil to gain not only general impressions but also appreciation of detail, without which no full love of an art can exist. We need training in notation to enable the pupils to continue a self-education after passing beyond our care. We need also to provide a wide outlook upon music as a whole; so far as vocal music is concerned there is a large field of choice in the folk-songs and national songs, and in the melodies of the classic composers from Bach and Handel to the present day. Many of their songs are too difficult to be effective with a single, untrained or semi-trained, voice, but they become appropriate and fine in the hands of a well-drilled class. Beyond these we have a steadily growing mass of songs and part-songs specially written for schools, and not limited as in older days to the pointless words and foolish music which used to be thought desirable for the budding musician. To-day we have fine provision made for us by such masters as Parry, Stanford, Mackenzie, Bridge, Elgar, Bantock, Walford Davies, John Ireland, and many of the younger generation.

Beyond vocal music we have a far wider field in instrumental music. The day of the school orchestra is coming, and is probably nearer than some of us think. The musical training of the boy will no longer cease automatically about the age of fourteen, on the plea that the voice has broken. Beyond the field of practical

instrumental music there is a veritable unconquered continent in which appreciation of that which is beyond our powers of production may be sought. Here we can ask the aid of the pianoforte transcription, especially in duet form; the pianola with its eighty odd fingers in place of our limited ten or twenty; and the gramophone, with its power to reproduce the voice, the instrument, or the full orchestra. A few years ago, the mention of the gramophone before a serious audience raised a smile—now we know better. While those who do not really know the gramophone are still occupied in pointing out its defects, many children, and grown-ups, too, are quietly saturating themselves with the finest things from the opera, with the Leonora Overture, and the C minor Symphony. Through such things stored in the memory, by whatever means, we add new provinces to our kingdom of the soul, and are led "to the edge of the Infinite."

#### School of Spanish at Liverpool.

The second Summer School of Spanish, which was held at the University of Liverpool under the direction of Mr. E. Allison Peers, M.A., came to an end on Saturday, August 13th. A continuation course in Spain, to which selected students from the school travelled with the Director, opened on the following Wednesday. The Liverpool School was attended in larger numbers even than in 1920, and the arduous programme of classes and lectures, from which members of the school could choose those which most appealed to them, was followed by a considerable proportion of members without their missing any course. The bulk of the teaching work was in the hands of Messrs. A. E. Collyer, J. H. Spear, and Eduarde de Solis, who were helped by Sr. Guirao, of the Institute de Baeza, who took the most advanced class, and gave a much appreciated course on Don Quijote. The director's courses were on Practical Phonetics, Method in the Teaching of Spanish, and the Modern Spanish Novel. Dr. Gonzalez Llubera, of the University of Belfast, gave a short course of five lectures on Spanish History, entitled "Hispania." The most popular of all the courses, however, was that given in turn by each of three Spanish gentlemen, two of whom had come from Madrid for the School, on various aspects of Spanish life and letters. At the end of the school the annual meeting of the Society of Spanish Studies was held.

#### Mr. H. Coward, M.A., F.E.I.S.

Mr. Harry Coward, headmaster of the Knowle Council School, Bristol, on his retirement, was the recipient of a gift from the staff and past and present scholars as a token of the high esteem in which he is held. Dr. E. H. Cook, the chairman of the Bristol Education Committee, made the presentation, which took the form of a cheque. Appreciative speeches were made by Alderman W. H. Elkins, the vice-chairman, and by Miss Townsend and Canon Dickinson, members of the Education Committee. Dr. Freeman, the Director of Education, said he hoped to see Mr. Coward Mayor of the City.

Mr. Coward is the senior member of the National Union of Teachers, and probably the best-known primary school teacher in Great Britain. He was educated in Borough Road College, and all his professional career has been spent in the Bristol district as headmaster and lecturer in English to teachers. He won distinction as President of the N.U.T., and was a member of the Mosley Commission on Education, which visited the United States. Mr. Coward was elected by the City Council a member of the first Education Committee of Bristol, and has been re-elected each year. He has continuously represented Bristol teachers on the Court of the University, and has had conferred on him the honorary degree of Master of Arts.

### CHRONICLE OF EDUCATION.

- July 19—The Board of Education issued Circular 1220 to Local Education Authorities containing tables setting out the amounts of salaries for new entrants to the teaching profession upon which the Board is prepared to pay grant.
- July 20—Lord Crewe's committee on the position of the Classics in Education published an important Report.
- July 20—The London Education Committee resolved to compel attendance at day continuation schools by means of legal proceedings.
- July 26—The Chairman of the Finance Committee of the London County Council notified a reduction in the rate of 3½d. in the £ for the half year ended March 31st, 1922; one penny of this amount is in respect of education.
- July 26—The five camps for the Junior Division of the O.T.C. opened. Thirty-three schools furnished 13,000 cadets.
- July 27—The Standing Joint Committee on Scales of Salaries for Teachers in Technical Schools published a report.
- July 30—The Rector of the Academy of Lille opened a conference at Calais on modern movements in education.
- Aug. 1—Death of Lord Reay, a former Chairman of the London School Board.
- Aug. 3—The Chief Inspector of Factories and Workshops reported that nearly 23,000 accidents occurred to young persons, or about 17 per cent. of the whole number.
- Aug. 9—An Imperial Conference on Education, arranged by the League of Empire, opened at Toronto.
- Aug. 10—The Education (Consolidation) Bill was read in the House of Commons for the second time.
- Aug. 12—The Conference arranged by the "New Education Fellowship" closed at Calais.

#### Some Appointments.

Mr. de Valera as Chancellor of the National University of Ireland.

Mr. F. B. Malim, Master of Haileybury College, as Master of Wellington College.

Miss Alice Silcox, headmistress of Thoresby High School, as Dean of Women Students in Leeds University.

Professors have been appointed:—

London: Mr. M. T. M. Ormsby, A.R.C.S., M. Inst. C.E. (Engineering); Dr. F. S. Langmead, M.D., F.R.C.P. (Medicine); Mr. Bernard P. Macdonald, M.A. (Elocution).

Aberdeen: Mr. Alexander Gray, M.A. (Political Economy).

Swansea: Mr. F. A. Cavenagh, M.A. (Education).

Manchester: Mr. H. W. C. Davis, C.B.E., M.A. (Modern History).

Bangor: Dr. Edward Robertson, M.A., B.D., D.Litt. (Semitic Languages).

Miss A. Rudmose-Brown, M.A., as Vice-Principal of Dudley Training College in succession to Miss Lett.

Mr. Guy Wilfrid Morris, as headmaster of the Penistone Grammar School.

Mr. Henry Percy Huggill as headmaster of the Southport School of Art.



## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

A period of peace begotten of the holidays has been the unusual experience of the primary school world during the past month. I am afraid it is a holiday peace only. There is full evidence of a winter of discontent and disappointment in store for many teachers in different parts of the country. The allocation of scales of salary by the Burnham Committee has disappointed a large number, especially in areas where Scale IV. was expected. The allocation of Scale I. to areas where an agreement had been arrived at between teachers and authorities on Scale II. has caused bitterness—notably in Norfolk; and the action of certain authorities, such as Lindsey, in refusing to adopt a standard scale at all, has been the last straw on the back of many a teacher. On the other hand there are numbers of districts where the authorities have dealt fairly and honourably with their teachers. They have adopted the allocated scales without demur. In London, where the only fear was that recent decisions of the Board of Education would involve a set back to existing teachers, the Council has taken upon itself the financial responsibility of honouring the agreement entered into last June. At its last meeting it resolved to continue payments on the existing scale to teachers already in its service. Of all the authorities none have interpreted the wish of the Burnham Committee more honourably than has the London County Council.

So far I have spoken only of teachers already in service. Young teachers fresh from the training colleges are in less fortunate position. There is no longer a possibility, for them, of beginning their service at the minimum of any standard scale. The Board of Education has issued Circular 1220: this circular sets out in tabular form and states very distinctly, the "salaries of teachers who are entering for the first time into service in school cannot, during the years 1921-23, begin at the minimum of the standard scale for the area."

Instead, then, of these young teachers receiving (as they have been led to expect) initial salaries of £172 10s., £182 10s., or £200 (men), and £160, £170, or £187 10s. (women), on appointment to Scales I. and II., Scale III., or Scale IV. areas respectively, they are to receive £164, £167, or £173 (men), and £153, £156, or £162 (women). Of course, each will reach the exact salary to which he or she may be entitled by years of service on 1st April, 1923; but this is poor consolation when the higher salaries have been expected as from the beginning of service.

The Burnham Committee have appointed a sub-committee to consider the payment of teachers in Central Schools. The sub-committee have held their first meeting.

At present there are three Reference Committees of the Burnham Committee, each of which decides on questions arising out of the interpretation of the reports—elementary, secondary, and technical. There is a desire to lessen the work by an amalgamation or rearrangement of the work of the Reference Committees. A combined meeting of the three committees has already been held to work out a scheme.

### Saturday Morning Greek.

The Saturday morning Greek class, which has been a great help to missionaries, temporary students, women teachers, churchworkers, and others, is to be continued for a fifth year at King's College, London. It will begin on October 8th. Applications to join should be made at the college before that date, or to Miss G. M. Ireland Blackburne, 14, Motcomb Street, S.W. 1.

## HOMEWORK CLASSES IN LONDON.

From the Education Officer of the London County Council comes an extremely interesting memorandum on Homework Classes and Evening Library Classes, which are being held in London. These classes are recognised by the Board of Education for purposes of grant, and are held at the discretion of the head teachers of the schools, who may choose the days and times of meeting. The necessary materials are taken from the ordinary school stores.

The plan of working is that the children meet at the school on two evenings in each week, each meeting lasting for about two hours. The children will be encouraged to work at their own studies, and the teachers who attend will do so as supervisors and not as instructors, for the Council strongly deprecates any attempt to utilise these evening meetings as opportunities for giving lessons or for coaching for examinations. Instead, the Council desires that the children shall enjoy such conditions as are associated with the atmosphere of a quiet and well-ordered home or with a good library. It is evident that the experiment has possibilities of the utmost value, but in order that these may be obtained it is necessary, as the memorandum points out, to secure the help of teachers who are sympathetic and tactful, able to give assistance to the children in their studies while avoiding the more formal conditions of school routine. Useful help may be given by the school committee or managers, and it is possible to imagine that these "evenings" may develop into a more regular provision for young people who have recently left school and wish to have opportunities for quiet study.

### Salaries and War Services.

The Board of Education have issued a Circular (1227, 19th August, 1921) giving the conditions under which war service with the Forces may rank for salary purposes in the case of men who were not certificated teachers before the war. The latter have their war service recognised already. The extension of the provision applies as follows:

- i. Students whose training college course was interrupted during the war, but who either completed a course satisfactorily after demobilisation, or were given a provisional certificate.
- ii. Students who before joining the Forces had been accepted by a training college for admission, and who completed a course satisfactorily after demobilisation.
- iii. Pupil teachers and student-teachers who, before joining the Forces, although not yet accepted by a training college for admission, were then qualified for admission, and who entered a training college at the earliest opportunity after demobilisation and completed the course satisfactorily.
- iv. Uncertificated teachers of not more than two years' standing at the time of joining H.M. Forces, who either
  - (a) entered a training college within twelve months of demobilisation, and completed a course of training satisfactorily; or
  - (b) passed the Acting Teachers' Certificate Examination not later than the next examination following the expiry of twelve months from the date of demobilisation.

The following conditions will be applicable to such cases:—

- (a) Service with the Forces of the Crown before the age of eighteen should not be counted.
- (b) No service with the Forces for which the teacher volunteered after the Armistice should be counted.
- (c) If the total period spent in a training college by a college-trained teacher falls short of two years, the difference between two years and the period actually spent in the college (both before and after enlistment) should be deducted from any period allowed (for salary purposes) for service with the forces.

These arrangements apply only to the recognition of salary expenditure, and have no bearing on the recognition of any service for pension purposes.



## EDUCATION ABROAD.

### EDUCATION IN FINLAND.—The University of Åbo.

The Chancellor of the University of Åbo, Dr. J. R. Danielson-Kalmari, has nominated the first six Professors of the University. The subjects to be thus represented are Finnish language, Finnish history, philosophy, literature, chemistry, botany and zoology. The newly-appointed Professors will enter upon their duties on 1st June, 1922.

### Technological University.

In pursuance of a vote of the Diet the President of the Finnish Republic has ratified an ordinance to establish new chairs at the Technological University. From 1st June, 1921, chairs of paper technology, industrial economy, and organic chemical technology (with special reference to the timber industry), a lectureship in the theory of construction, and a special lectureship in the mechanical technology of timber will be established.

### New Finnish Minister of Education.

M. Niilo Liakka has been appointed Minister of Education in Dr. Vennola's newly-formed Government.

M. Liakka was born in 1864 and became Phil. Cand. in 1889. For a time he directed his attention to journalism, being successively on the staff of *Uusi Suometar* and *Uusi Aura*. He studied educational method at Askow, and was afterwards for many years Director, first of Ilmola and then of Tornea People's High School.

He played an important rôle in educational movements and, joining the Agrarian Party, was elected to the Diet in 1919. In politics his success was rapid. He became Secretary to the Finnish Society for the Promotion of Education, and afterwards succeeded Helenius-Seppälä as Head of the Temperance Branch of the Ministry of Labour.

### The "One-day School."

The Helsingfors Municipal One-day School for Compositors and Printers has concluded its first year with an exhibition of its pupils' work.

This school is of great interest, constituting as it does a first attempt to introduce in the field of vocational training in Finland a system which originated in Munich and from there spread, if on a smaller scale, to other places. At Stockholm the Kerschensteiner school won its greatest success, if we except Munich itself, where it is practically predominant. The Kerschensteiner system has in Stockholm produced excellent results, and the Stockholm Municipality has now a considerable number of such institutions covering a large proportion of the more important trades.

An institution was established in Helsingfors two years ago on the same general lines as those at Munich and Stockholm. These institutions are called One-Day Schools, as the pupils attend them on one day of the week only, for a working period of about eight hours. The pupils who are employees at their respective working-places—at printing establishments in the case of Helsingfors—have been given this week-day off by their employers in order to attend the school and at the same time receive full pay. As the employers in this way make sacrifices for the pupils and their education, the school is also an object of interest to the employers, and the control of the pupils' school-attendance becomes effective. The pupils on their part have no occasion to evade the school, as it does not encroach upon their spare time, as is the case with the evening schools. In this respect the system seems to be very practical, and in other respects also the school seems to fit in with Finnish conditions. The Municipality has reason to be as pleased with the experiment as the employers and pupils.

The school has worked the whole year in two divisions, one Swedish speaking and the other Finnish speaking, each division being sub-divided into two classes. A third

class will be added next year, when the school will be at work every week-day and the entire school premises will be utilised.

The employers in the printing industry have shown their interest in this school in various ways, for instance by the loan of the necessary tools and machines and by gifts of printing material, books, etc.

The school has been assisted in the first year of its existence by a subsidy of 15,480 fmk. from the State and a Municipal grant of 17,025 fmk. 5,100 fmk. have accrued in fees, the total revenue thus amounting to 37,600 fmk.

The pupils are partly compositor apprentices and partly printer apprentices.

The number of pupils in the Spring term was in all sixty-one, twenty-two of whom were Swedish-speaking and thirty-nine Finnish-speaking.

### Technical Education in Japan.

Important developments in the intermediate and technical education systems of Japan are in progress, according to information circulated by the International Labour Office. A series of new regulations have recently been issued by the Japanese Department of Education, the effects of which may be summarised as follows:—

#### (1) SCHOOLS FOR INDUSTRIAL TRAINING.

Schools for industrial training and apprenticeship schools existed under the old regulations, the latter, although more important, being considered somewhat inferior to the former. In the new system the grade of the apprenticeship school will be raised and the distinction between the two will disappear. Schools for industrial training will now be classified in two groups, the first accepting pupils who have passed the usual primary school course, and the second accepting pupils who have passed the higher primary school course.

The range of subjects in schools for industrial training under the old system was wide, but did not involve any deep study; with the result that students who had passed through these schools experienced difficulty in obtaining entrance to higher ones. The curriculum is now being narrowed and concentrated, subjects of general knowledge are increased in number, and lessons in technical knowledge are more specialised.

Formerly students from the apprenticeship schools had no opportunity of entering the higher schools. Now not only can those who have passed the first grade of schools for industrial training enter the higher classes of the second grade school, but those who have passed the second grade schools for industrial training can enter the higher special schools.

Hitherto only apprenticeship schools were allowed to give courses in the evenings, but now schools for industrial training may generally be permitted to hold evening classes where necessary.

Government factories and some private factories may be used for practice by the pupils of the schools for industrial training.

#### (2) AGRICULTURAL SCHOOLS AND COMMERCIAL SCHOOLS.

These are to be reformed on lines similar to those followed in the case of schools for industrial training.

#### (3) TRADE SCHOOLS.

Technical schools have hitherto been limited to industrial, agricultural, commercial, mercantile marine, and a few others, those giving instruction in sewing, domestic work, book-keeping, photography, correspondence, transportation, tailoring, typewriting, stenography, and other special trade subjects, were outside the regulation. There are more than 600 of these trade schools in Japan, and the need of encouraging such specialised education is felt. The new regulations have been framed for this purpose.

## BLUE BOOK SUMMARY.

### Secondary School Regulations.

Last month was issued the draft of new statutory Rules and Orders regulating Secondary Schools both in England and in Wales, made under Sect. 44 of the Act of 1918. But for bearing the signature of a different secretary, the issue for Wales is the same as that for England—except for the references to the Welsh language in addition to English. The prefatory explanation in the English case differs, however, from the Welsh inasmuch as it now omits any reference to the Board's policy of discouraging external examinations and is content with Article 35 to indicate what that policy is. Since Article 35 is precisely the same in both Cond. 1399 and Cond. 1407, one naturally asks why that policy is still emphasized in paragraph 10 of the Welsh Explanatory Note.

This Article 35 is interesting for another reason. It illustrates the limit of the law-making powers of a Government Department. Formerly it read thus: "Pupils may not without express permission of the Board be presented for any other external examination of a general character below the stage of an approved First Examination except one held solely for the award of scholarships or exhibitions *required by a scheme made under the Endowed Schools Acts or the Charitable Trusts Acts.*" The exception, here italicised, is now omitted; not because the Board of Education has power to overrule these Acts, but because power is now given to governing bodies, by the Education (Compliance with Conditions of Grants) Act 1919, to bring themselves within the Board's conditions prescribed for grant purposes, by removing the binding force of any trust instrument governing the school in that regard. Article 35, as now set out, without that Act, would have been an apt illustration of *ultra vires*.

This Compliance with Conditions of Grant Act is responsible for another alteration on previous editions of the regulations. We find an important variation from 1919 in Chapter IV, covering "Admission Fees and Records." Article 17 (b) is new. Preference is to be given to pupils seeking admission, on whose behalf a reasonable undertaking or formal assurance is given that they will remain at a secondary school—notice a school—up to 16 at least; and Governors shall require such an undertaking if they consider it necessary in order that the school may comply with Article 2. And Article 2 has it that for a school to come on the grant list (i) the pupils must normally remain at least four years, and (ii) the school life of the pupils must extend at least to the age of 16 (there is now no mention of undefined "adequate proportion of the pupils"). Without this Act a trust deed might have made such a regulation nugatory.

This is only carrying out the policy of the Board as set forth in Circular 1164 of 1920, and the views expressed and emphasized more than once in the Departmental Committee's Report on Scholarships and Free Places of last July. There must be an adequate school life or there will be a waste of money. Pupils, parents, and employers must gradually be brought to recognise that any school career that stops short of 16 is useless—17, or 18 even, would be better still. And this is plainly the underlying purpose of these regulations. To compass it, the obstacles of misfortune and poverty must be overcome by mutual arrangements between authorities, by remission of fees, and maintenance allowances. Already in the case of Free Place Pupils the recommendation of the Departmental Committee has been accepted generally by local authorities, and we read this month of a Kent scholarship holder being transferred with it to Singapore. The doctrine is spreading.

An important addition is made to the regulations for Advanced Courses. Since their introduction in 1917

these regulations have been avowedly experimental in character, and substantial changes have been deferred until an opportunity came for judging the soundness of the principles on which they were based. A step forward has, however, been taken in recognising a further type (D) of advanced course in which the main subjects of study will be the Civilisation of (i) Greece or Rome (ii) of England or another country of Western Europe in Modern Times as embodied in their language, literature, and history. Courses of this type, however, will not be recognised till 1922. The date of the issue of these regulations is too late in the year for any immediate effect, and the Board seeks an opportunity for considering the matter in the light of the expected Reports on Classics and English in Secondary Schools.

The requirements under Course (C) are also somewhat modified—the History of England and Greater Britain has dropped out, and no explicit provision made for it elsewhere. The relevant sentences of paragraph 7 of the explanatory note could, we think, more suitably find a place in Article 48.

It is worth while pointing out that these regulations, though called "Grant" regulations, are also Efficiency Regulations. Schools on the Efficiency list are not necessarily eligible for grant. Grant implies efficiency, but efficiency does not imply grant. And grant under Chapter VII does not imply grant under Chapter VIII (for advanced courses). The definition of secondary school for the purpose of these regulations therefore is liable to be too wide or too narrow; for it must include not only schools with more than 20 pupils over 12, but preparatory schools with more than 30 altogether. Chapter IX, which describes the List of Efficient Schools published by the Board, will provide the necessary materials for an interesting logical exercise.

### Hele's School, Exeter.

Exeter City Council has taken over Hele's School, Exeter, and accepted the draft articles of government approved by the Board of Education. The seventeen Governors will include the Mayor of Exeter and, of the other sixteen, ten will be appointed by the City Council (one on the recommendation of the University College of Exeter), three by the Devon County Council, and three by the governing body of St. John's Hospital Trust.

### The White Star Line and Engineering.

The White Star Line has made arrangements for engineering students of the University of Liverpool to obtain practical experience in ship engineering during the vacation. During three months one student will sail in each liner, and so become acquainted with "the day's work" in the engine room. The Company and the University are to be congratulated on having arranged such a sound scheme.

### Astronomy in the Schools.

The current issue of the Kent Education Committee's *Gazette* gives an account of an elementary school where more than the usual attention is given to Astronomy. The lessons are arranged in two courses—the first course dealing with the solar system, the second is devoted to the stars. A diagram on the largest possible scale is prepared, in which are represented by means of coloured discs the position of the sun and its planets. A yellow circle, 110 inches in diameter, represents the sun; and other circles made to the same scale, 1 inch to 8,000 miles, are the planets. The "earth" is placed one foot from the sun; Jupiter "five feet, and "Neptune" thirty feet—one foot being equivalent to ninety-three million miles. The writer of the article says the pupils enjoy the lessons, and one can easily believe it.

## EDUCATION AT WESTMINSTER.

## WOMEN IN BOYS' SCHOOLS.

In reply to questions by Sir R. Blair, Mr. Fisher said that the number of women teachers employed in ordinary public elementary schools for boys in England and Wales on March 31, 1920, was 7,769. The figures for 1921 have not yet been summarised, and the corresponding figures for 1914 are not obtainable from information in possession of the Board. The number of male certificated teachers employed in ordinary public elementary schools in England and Wales on March 31, 1921, was 34,248. The number employed on March 31, 1914, is not obtainable, but 37,111 were employed in those schools in the year ended July 31, 1914.

## THE CLASSICS REPORT.

**Mr. E. Harmsworth** asked the President of the Board of Education what was the sum of money expended in preparing a report on the history of the classics in education, for official use only; and whether he will give a guarantee to this House that the recommendations contained in that report will not be put into operation until this House has had an opportunity of considering them.

**Mr. Fisher**: As is stated in a note to the report, the estimated gross cost of its preparation (including the expenses of the witnesses and members of the committee) is £2,602 19s. 4d., of which £315 represents the gross cost of printing and publishing. It is not the case that the report has been prepared for official use only. It has been placed on sale as a Stationery Office publication at the price of 2s. net, and only 75 copies have been marked for official use. With regard to the last part of the question, I must remind the hon. member that the committee was appointed by the Prime Minister, and covered Scotland and Ireland as well as England and Wales, but so far as I am concerned I shall be very glad if the House interests itself in the teaching of the classics.

## NAVAL CADETS.

**Mr. Amery** informed Mr. Rawlinson that the number of cadets at Dartmouth next term will be reduced to 540 as against 586 during the present term. This number will be further reduced in January next to about 495. During the present term, there has been an almost complete absence of sickness amongst the cadets.

## EDUCATION EXPENDITURE.

**Sir T. Polson** asked the President of the Board of Education the estimated total cost to the community of the United Kingdom, measured in rates and taxes, shown separately, of the operations of his Department for the current financial year; and how that cost compares with that of the financial years 1913-14 and 1918-19, respectively?

**Mr. Fisher**: The cost of the public system of education in England and Wales under the Board's administration and measured in rates and taxes may be stated as follows:—

	Rates.	Taxes.	Total.
1913-14 .....	£16,185,306	£15,614,880	£31,800,186
1918-19 .....	21,780,294	20,385,897	42,166,191
1921-22 (estimate)	32,719,051	51,966,065	84,685,116

## PITMAN'S HANDWORK SERIES.

CLAY MODELLING FOR SCHOOLS: by Stewart Taylor.  
Pitman and Sons. 6s. net.

This book should be welcome among handwork enthusiasts. Its author is known as a very able exponent of his subject, and the book reflects his knowledge and his skill. It is at once a theoretical and a practical treatise, copiously illustrated on nearly every page, and altogether a book which is a worthy member of the useful series of handwork books in which it is included.

## SCHOOLS, COLLEGES &amp; UNIVERSITIES.

## London University Site.

This is a heading that we thought would not be wanted for some time to come. But the London County Council seems as unsettled in its convictions about this as the Board of Education does about salaries. In October last the University accepted the Government's offer, made in the preceding April, of a site of 11½ acres in Bloomsbury. The Provost of University College (Sir Gregory Foster), in his recent report on the work of the session, said it would be used primarily for the erection of a Senate House and for the removal of King's College from the Strand. In the face of this it is difficult to see what good purpose is to be served by the recommendation of the Education Committee of the L.C.C. that the Board of Education and the Senate of London should be invited to explore the site at Holland Park for possibilities as the future home of the University. The claims of the various alternatives were considered a year ago, and the balance of opinion was strongly on the side of Bloomsbury. If London University is meant to be a very superior school for young gentlemen living round London, then Holland Park meets the requirements. If, on the other hand, it is to be the home of post-graduate research for young and old, Holland Park is out of the running entirely.

## Rates for Universities.

The promise of the Government to give £1 for every £1 raised as a local university rate looks like creating more universities. Exeter University College aspires to be the nucleus of a university for the south-west. Fees and Board of Education grants give it an income of about £7,000 a year. As a two faculty degree-conferring university it would require £45,000. The difference looks big, but the levying of a penny rate by the four educational authorities affected would bring in £20,000, and the Government's grant of the same sum on the above-mentioned principle would more than solve the difficulty of making it up. That is how the Chairman of the Devon County Council, Sir Henry Lopes, figured it out at a meeting of the Devon County Council in June; and, as he says, the penny rate is the keynote of the whole position. The representatives of the four authorities who met at Plymouth had the position put before them by Principal Hetherington. Plymouth Town Council has already decided to levy a penny rate for the purpose. The ultimate aim is a multi-faculty university, which would require an income of £100,000. The proposal was carried by a more than two to one vote.

The scheme for an **East Midlands University** at Nottingham has advanced further. There is already a draft Charter, which nominates the Duke of Portland as its first Chancellor, and proposes that there shall be faculties in arts, science, engineering, mining, agriculture, commerce, technology, and other faculties as may be from time to time constituted. The present University College buildings at Nottingham will form the nucleus. Sir Jesse Boot, who has already given £30,000 towards the building fund and £20,000 for a Chair of Chemistry, has offered to present a piece of land and a further sum of £100,000 for erection of new buildings. The probable annual maintenance cost will be £95,000, and the income about £96,000. Nottingham City Council provides a 3d. rate, the County has promised a penny rate, Leicester and Derby (counties and boroughs) are to be asked to levy a halfpenny rate, and the other counties a farthing rate.

## PERSONAL NOTES.

**Sir Alfred Dale.**

It is with great regret that we record the death of Sir Alfred Dale, late Vice-Chancellor of Liverpool University, which occurred at his home at Newbury on the 13th of August, after a brief illness. He was the son of R. W. Dale, the well-known Congregational minister and citizen of Birmingham, who was associated with Joseph Chamberlain in many educational and civic enterprises. Alfred Dale was educated at King Edward's School, Birmingham, and at Trinity Hall, Cambridge, where he took his degree in 1879, and was elected to a fellowship. In 1899 he was appointed Principal of the University College, Liverpool, becoming Vice-Chancellor of the University when the transformation took place in 1903. He was formerly a member of the Teachers Registration Council, and had recently been made Chairman of the Secondary Schools Examinations Council in succession to Bishop Temple. His death, at the age of 65, removes one whose lifelong work for education and sound judgment in affairs were of the utmost value.

**Lord Reay.**

The death occurred on August 1st, in his eighty-second year, of Lord Reay, Chairman of the London School Board from 1897 until 1904. Lord Reay was educated at the Gymnasium at the Hague, and at the University of Leyden, graduating in law, and afterwards serving in the Dutch Foreign and Colonial Offices. He was strongly opposed to the drastic changes effected by the Education Acts of 1902 and 1903. While recognising the advantage of bringing education under the control of Local Education Authorities, he doubted the wisdom of investing the councils of large county boroughs with this control.

Lord Reay was at one time Governor of Bombay, and also served as President of University College, and as a member of the Senate of London University.

**Mr. J. G. Legge.**

Mr. Legge, who for the past fifteen years has held the position of Director of Education for Liverpool, has announced his intention of resigning at the end of the year.

He was born in Hong-Kong and educated at the City of London School and Oxford. As a civil servant he was on the staff of the Admiralty, was transferred to the Home Office, and later was appointed Chief Inspector of Reformatories and Industrial Schools, a post which he held until he became the first Director of Education for Liverpool.

**Mr. F. B. Malim.**

Mr. Malim, Master of Haileybury, has been appointed headmaster of Wellington College in succession to Mr. W. Vaughan, who is succeeding Dr. David at Rugby.

Mr. Malim is forty-nine, and has been in his present position ten years.

He was educated at Blackheath and at Trinity College, Cambridge, and was an assistant master at Marlborough College, and later headmaster of Sedbergh School.

**Mr. A. C. James.**

Mr. Arthur Coleridge James, son of the Rev. E. James, at one time Canon of Winchester, died at Bay Mount, Paignton, on August 11th, aged eighty years.

Mr. James had a distinguished career at Cambridge, was Bell Scholar in 1861, was elected a Fellow of King's, and afterwards became an assistant master at Eton College.

**Mr. Bruce Webster, H.M.I.**

Mr. Webster retired from the Board of Education Inspectorate on attaining the age of sixty-five years in July. For more than thirty-five years he has worked in the schools of the city and county of Nottingham. Mr. Webster was invited by his colleagues and the education staff to a farewell luncheon, at which he was cordially thanked for his long and valuable services to the cause of education.

## NEWS ITEMS.

**Gifts for Education.**

On behalf of American subscribers Dr. Murray Butler, President of the Columbia University, has forwarded to the municipality of Rheims three million francs for the restoration of the famous library.

Sir Jesse Boot, in addition to gifts of a large piece of land and £50,000, has promised £100,000 towards the establishment of the East Midlands University at Nottingham.

Mr. A. R. Bartram, shipowner, has given 10,000 guineas to the Sunderland Town Council for educational purposes. A second sum of £10,000 has been received by the Governors of the Worcester Royal Grammar School from Mr. C. W. Dyson Perrins for buildings and extensions.

**Moving.**

During August and September the education staff of the London County Council are taking up their quarters in the new County Hall in Westminster Bridge Road, leaving the offices of the Old London School Board on the Victoria Embankment. The site formed part of the Arundel House estate. Arundel House was owned by the Howards, and later was formerly in possession of the Bishops of Bath and Wells. It was bought for £40 by the Earl of Arundel after its owner, Lord Seymour, was executed. Old Parr died there at the age of 152 years.

**Eton Scholarships.**

In about two years' time it will be possible for the parent of a scholar at Eton to be entirely relieved of charges for education and maintenance upon proof of need. The need and extent of assistance will be ascertained by a confidential inquiry, made at the time of the examination for election.

Where no claim is made or made out, £150 a year will be payable by the parent for the scholar's maintenance and education. In other cases part or all of the fees will be remitted at the discretion of the Provost and Fellows.

**Religious Education.**

A conference of representatives of Nonconformists and Churchmen in Wales decided that legislation was necessary to secure:—

- (1) The teaching of the principles of the Christian Faith in all elementary and secondary schools.
- (2) A conscience clause for objectors.
- (3) Specially-trained teachers.

**Waiting Lists.**

The number of applications for admission to all the chief public schools has been largely increased. In some cases nominations cannot be accepted. Eton, Winchester, Rugby, and other schools are full, and if all those who have entered their names qualify there will be no vacancies for some six or eight years. At Alceon's School, Dulwich, there is a waiting list of 300 names.

**The State Child.**

The State Children's Association is concerned with promoting reforms in the treatment of Poor Law Children and juvenile offenders. It seeks to abolish the system of maintaining healthy children over three years of age in workhouses, to obtain pensions for necessitous civilian widows, and to keep young people of sixteen or eighteen out of prison, and especially to prevent the remanding of youthful offenders for many weeks whilst awaiting their trial.

**Some Quotations.**

A prospective teacher: "I thought I should be welcomed with open arms on leaving college, and I find myself at a loss for employment."

Professor Wortley: "The teaching of blatant patriotism in English schools is detrimental to the success of the League of Nations."

The Bishop of Carlisle: "We must teach our youths and girls a great deal more about citizenship."

## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### Blood and Thunder—and Mr. Cobb.

I have long been convinced that our arrangements for leading schoolboys (and schoolgirls, too, for that matter) into the pleasant land of literary delight are mostly wrong. In common with many other teachers I began to instruct youth in the belief that as children they were woefully imperfect and my task was to turn them into grown-ups with all speed. Among other matters calling for strict supervision was the kind of books they read, and accordingly I warned them earnestly against "penny dreadfuls." My regeneration began when a bright boy, who afterwards attained some distinction in literature and met his death in the war, suggested that we might have a debate on the question of reading. The discussion revealed to me a new point of view—or rather it recalled to my memory the point of view which I had held a few years before. The champions of penny dreadfuls outvoted the rest by a huge majority, after explaining to us that their taste in literature was appropriate to their years and therefore sound. Since that day I have never forgotten that boys (and girls, too, for that matter) find delight in tales of flesh and blood—especially blood.

This, in brief, is the theme of a most jocund work by Mr. Irvin Cobb, which comes to me from George H. Doran and Co., New York, and may be obtained for 75 cents, or its equivalent. It is entitled "A Plea for Old Cap Collier," and contains some entertaining criticisms of the extracts and poems usually chosen for school reading books. I gather that Old Cap Collier was a writer of dime novels, or, as Mr. Cobb prefers to style them, "Nickel Library" volumes. Other writers in the same vein were Ned Buntline and Buckskin Sam Hall. These are praised for their directness of style and for the elevated moral tone of their works. Thus Mr. Cobb:

"In a five cent story the villain was absolutely sure of receiving suitable and adequate punishment for his misdeeds. Right then and there, on the spot, he got his. And the heroine was always so pluperfectly pure. And the hero always was a hero to his finger-tips, never doing anything unmanly or wrong or cowardly, and always using the most respectful language in the presence of the opposite sex. If a villain said 'Curse you!' he was going pretty far."

"Reading Old Cap Collier never yet sent a boy to a bad end."

As for directness of statement we are told that while the *Leather Stocking Tales* and "*Robinson Crusoe*" and "*Two Years Before the Mast*" and "*Ivanhoe*" were all well enough in their way, the trouble with them was that they were so long-winded. "It took so much time to get where the first punch was, whereas Ned Buntline or Colonel Prentiss Ingraham would hand you an exciting jolt on the very first page, and sometimes in the very first paragraph. You take J. Fenimore Cooper now. He meant well and he had ideas, but his Indians were so everlasting slow about getting under way with their scalping operations."

Not only does this want of speed and directness in the action offend Mr. Cobb. Even more poignant is the criticism which he offers concerning the themes of several of the literary extracts most favoured for school use, and there is much good fun in his faithful dealing with *Casabianca* and the anonymous young gentleman whose death moved Longfellow to write "*Excelsior*." Mr. Cobb justifies the attitude of boys on the general question thus:

"The basic reason, the underlying motive, lay in the fact that in the schoolbooks of our adolescence, and notably in the school readers, our young mentalities were fed forcibly on a pap which affronted our intelligence at the same time that it cloyed our palates. It was not altogether the lack of action; it was more the lack of plain common sense in the literary spoon victuals which they ladled out to us at school that caused our youthful souls to revolt. In the final analysis it was this, more than any other cause, which sent us up to the haymow for delicious forbidden hours in the company of *Calamity Jane* or *Will Bill Hickock*."

Mr. Cobb speaks of the familiar incident of the Spartan youth and the fox and asks:

"What was the good of it all? What object was served? To begin with, the boy had absconded with somebody else's fox, or with somebody's else fox, which is undoubtedly the way a compiler of school readers would phrase it. This, right at the beginning, makes the morality of the transaction highly dubious. In the second place, he showed poor taste. If he was going to swipe something, why should he not have swiped a chicken or something else of practical value?"

Waiving this point, Mr. Cobb proceeds to lament the want of discretion shown by the fox, which, he says: "starts eating its way out through the boy, a mussy and difficult procedure, when merely by biting an aperture in the tunic he could have emerged by the front way with ease and despatch." . . . "What," asks Mr. Cobb earnestly, "is the final upshot of it all? The boy falls dead, with a large unsightly gap in the middle of him. Probably he was a boy whose parents were raising him for their own purposes. As it is, all gnawed up in this fashion and deceased besides, he loses his attractions for everyone except the undertaker."

The favourite legend of the small Dutch boy who stopped up a hole in a dam with his arm and so saved his country fills Mr. Cobb with scornful scepticism and contempt for the simplicity of mind of an author who figures that when the Atlantic Ocean starts boring its way through a crack in a sea wall you can stop it by plugging the hole on the inner side with a small boy's arm. He expresses the view that "Ned Buntline may never have enjoyed the vogue among parents and teachers that Mr. McGuffey enjoyed, but I'll say this for him—he knew more about the laws of hydraulics than McGuffey ever dreamed."

I ought perhaps to explain that McGuffey is a name mentioned by Mr. Cobb as that of a compiler of school readers. It may be generic, and I half suspect that it is eponymous as suggesting a purveyor of "guff."

If any teachers are still dealing in "object lessons," they may find interest in Mr. Cobb's criticism of an extract which he found in a Fourth Reader published in 1888. The selection is entitled "The Difference between the Plants and Animals." It is described as taking up several pages and including some of the fanciest language that could be disinterred from the dictionary. Mr. Cobb's comment runs thus: "In my own case I can scarcely remember the time when I could not readily determine certain basic distinctions between such plants and such animals as a child is likely to encounter in the temperate parts of North America. While emerging from infancy some of my contemporaries may have fallen into the error of the little boy who came into the house with a haunted look and asked his mother if mulberries had six legs apiece and ran round in the dust of the road, and when she told him that such was not the case with mulberries he said: 'Then, mother, I feel that I have made a mistake.'"

"To the best of my recollection," adds Mr. Cobb, "I never made this mistake. I'll add this, too, Nick Carter never wasted any of the golden moments which he and I spent together in elucidating for me the radical points of difference between plants and animals."

Sir Walter Scott's poem on the sensational elopement of Lochinvar Junior evokes a comment which should be interesting in these days of physical training and organised games. The lines dealt with are:

"So light to the croupe the fair lady he swung,  
So light to the saddle before her he sprung."

Mr. Cobb claims to have spent his boyhood in a horseback riding country and in the light of his early experiences he declares that the thing is impossible. "Here," he says, "we have Young Lochinvar swinging the lady to the croupe, and then he springs to the saddle in front of her. Now to do this he must either take a long running start and leapfrog clear over the lady's head as she sits there, and land accurately in the saddle, which is scarcely a proper thing to do to any lady, or he else must contribute a feat in contortion the like of which has never been duplicated since."

Casabianca is another well-known character in whom Mr. Cobb fails to find anything heroic. He insists that he was merely silly and to prove his point he tells the story thus:

"The scene is the Battle of the Nile. The time is August, 1798. When the action of the piece begins the boy stands on the burning deck whence all but him had fled. You see, everyone else aboard had had sense enough to beat it, but he stuck because his father had posted him there. There was no good purpose he might serve by sticking, except to furnish added material for the poetess; but like the leather-headed young imbecile that he was he stood there with his feet getting warmer all the time, while the flame that lit the battle's wreck shone round him o'er the dead. After which:

"There came a burst of thunder sound;  
The boy—oh, where was he?  
Ask of the winds, that far around  
With fragments strewed the sea."

"Ask the waves. Ask the fragments. Ask Mrs. Hemans, Or, to save time, inquire of me," says Mr. Cobb, whose answer is:

"He has become totally extinct. He is no more and he never was very much. Still we need not worry. Mentally he must have been from the very outset a liability rather than an asset. Had he lived, undoubtedly he would have wound up in a home for the feeble-minded. It is better so, as it is—better that he should be spread about over the surface of the ocean in a broad general way, thus saving all the expense and trouble of gathering him up and burying him and putting a tombstone over him. He was one of the incurables."

Admitting that in these criticisms there is a typical want of respect for the ordered and conventional there is also much that gives matter for thought. If our aim is to make children like books then we must let them read the kind of books they like. If we insist on restricting them to the books we wish them to like we run the risk of turning them into replicas of a certain suburban lady, of whom it is recorded that she was trying to choose a wedding present for a friend and went to make her purchase at a London department store. The choice proved to be difficult and at length the shop assistant suggested that a book might be suitable. "No," replied the customer, "she has a book already."

SILAS BIRCH.

## REVIEWS.

### Education.

PIONEERS OF MODERN EDUCATION: by J. W. Adamson. (Cambridge University Press. 9s. net.)

This is a second impression of Professor Adamson's well-known work. When it originally appeared in 1905 we praised it highly in these columns, and we have had no reason to change our views in the interval. The book has taken its place as a classic on the subject, and the fact that of late it has been difficult to obtain copies is the best possible indication of its vitality. A volume that after an existence of sixteen years is still in a position to irritate booksellers because they cannot get enough of it is one that needs no further commendation. At first one is inclined to be disappointed that its author has not seen fit to add a new introduction or to make changes in the text. But on second thought it is a compliment to the book that its author—whose fastidiousness in matters of accuracy is notorious—has seen no need to alter his text. It is one of those books that by its very nature does not need to be brought up to date, and to change for the mere sake of changing is a silly thing to do. We rejoice that the book is again available for our students. J. A.

THE AMERICAN PUBLIC SCHOOL: by Ross L. Finney. (The Macmillan Co. 10s. net.)

It is startling to read in the preface that "It is almost universally agreed that the history of education, as traditionally organised and presented, is of doubtful value in the normal school curriculum." One turns from this remark to the next, and finds that less than a third of the book is taken up with what is generally regarded as the history of education, all the rest being devoted to the American Public School system in such a way as to prepare normal school students to take up with intelligence their life work. A striking feature of this earlier portion is the prominence given to Pestalozzi, Froebel and Herbart, particularly the last. It is admitted that their importance is purely historical now, but it is well that we should understand the part they played in the evolution of the present scheme. *The Great Awakening* (1835-1861) prepared the way for the *Transition Period* (1861-1890), leading up to the *Recent Period* (1890-1920) to which special attention is given. The book ends with a chapter on *The Present Outlook*. All the recent developments in psychology and school practice are expounded clearly and effectively, but it must be admitted that a good deal of room is left for the instructor who uses the book as a text for his class. But all the essentials are here, and the whole forms an excellent synopsis for the use of English readers who want to find in short space an accurate and authoritative statement of the present state of the public school system in America. S. K.

MENTAL DEVELOPMENT AND EDUCATION: by M. V. O'Shea. (The Macmillan Co. 12s. net.)

Some people have the idea that a writer on education should be limited to one book that he might publish at the age of, say, forty, and thereafter reproduce at stated intervals, or according as ideas developed. The idea is the same as that underlying the theory that every human being has the material in his experience for one decent novel. In any case, Professor O'Shea embodies in this book a good many of the ideas formerly worked out in his book on *Education as Adjustment* and his other on *Dynamic Factors in Education*. In fact, on turning, as my custom is, to the preface after reading the text, I find that the writer has actually incorporated certain parts of the latter book into the present work. No complaint need be made on this score. In fact it would be highly desirable if we could get our authorities on education to keep their works up to date in this way. The title is, perhaps, a little misleading, for Professor O'Shea takes all education to his province and deals with physical matters almost as much as with mental. Indeed a complete separation is not desirable as the whole trend of educational theory is to emphasize the indissoluble connection between them.

The book falls into three parts, the first dealing with Dynamic Aspects of Mental Development, the second with Educational Interpretations, and the third with Exercises in Analysis, Interpretation, Investigation and Application. This third part is a very practical affair, and includes within about a hundred pages a series of questions and problems full of interest and instruction. We can see a great deal of work in these pages for the instructor who ventures to take a class through them. The teaching in the first two parts is definite enough. The author has his own clear cut opinions. But he is far from adopting a



dogmatic style, and a great deal of the material used in these two parts is utilised in the third as matter for analysis and criticism. The book is copiously illustrated, and most of the eighty-five figures are of value. Sometimes they are rather confusing as they stand, notably the brows, eyes and lips, which should certainly be isolated by the reader when using them. The effect of the eyes on page 94 cannot be at all appreciated by the reader unless he has covered up every pair but that which he is studying. Many practical people will resent the charts illustrating phrenology and chiromancy, but the more catholic will accept them as all in the day's work and leave it to the individual pupil to make the necessary criticism. Altogether the book conveys the impression of being a useful storehouse of material for a thoroughly dynamic study of Education. C. C. C.

**BUSINESS ENGLISH PROJECTS:** by W. Wilbur Hatfield. (The Macmillan Co. 6s. net.)

This book is a very practical application of the "Project Method," of which the Americans are so fond. The fundamental purpose of the author is to train young people in the art of saying and writing what they really want to say and write. But it is not a book on English Composition in the ordinary sense. If rhetoric be restricted to the meaning "the art of persuading," Mr. Hatfield's book is a treatise on Rhetoric. He begins with two persuasive letters, one to the Fellow-Teacher who may happen to see the book, the other to the "Dear Student" who is going to use it. The letters are almost too persuasive, and the book will depend for its success mainly on the very interesting problems that it sets, and the genuine help it supplies towards their solution. Chapter I deals with *Occasions for Talking*, and Chapter II with *Occasions for Writing*. Few intelligent young people could read over the list of problems without being stirred to tackle one of them. They fulfil the main purpose of the teacher of composition: they put the pupil in the position of wanting to say something. The rest of the book is made up of the following sections:—What to Say; How to say it; Practical Grammar; Punctuation; Letter Forms; Spelling. There is an appendix dealing with Language Games and sample catalogue pages.

The pupil starts with plenty of material to begin his writing. In difficult cases a few notes of a very helpful kind on the subject matter are supplied. Above all, indications are given (by reference numbers) to places in the second part of the book where general help can be had in dealing with difficulties as they arise. Scholarly English teachers will be rather repelled by the blatantly utilitarian atmosphere of the book. But even the most sensitive scholar will find that his duller pupils respond in an unaccustomed way to the stimulus here supplied. Even in the higher forms of a good secondary school the book will do good work, but in the newer continuation schools, and in commercial departments generally, it will be found invaluable. To a certain extent the book is Montessorian in that it lends itself to self correction of blunders, but here as elsewhere an intelligent teacher is never *de trop*. There is room for this book even in England. S. K.

**PSYCHO-ANALYSIS IN THE CLASS ROOM:** by Geo. H. Green. (University of London Press. 7s. 6d. net.)

Whatever our personal reaction to Psycho-analysis, we find that it cannot be neglected by anyone who is practically concerned with education. A good many writers, notably Pfister, have made certain educational applications, but no one has anticipated Mr. Green in his plan of bringing the matter directly into the classroom. Like the practical and successful teacher that he is, he makes no attempt to bring to the teacher's desk deliberate and detailed technical applications. Rather he deals with the whole subject in a broad way, taking it for granted that his readers are novices, who are approaching the subject mainly from the standpoint of the working schoolmaster or mistress. The book is thus self-contained. Further, it is based largely on personal experience and experiment. Naturally certain of the illustrations are taken from the abnormal, but generally speaking Mr. Green is much more concerned with the ordinary wholesome pupil than with the pathological; however interesting and instructive the diseased mind may be in its proper place in the psychologist's laboratory.

The Daydream is treated at relatively great length, but the space devoted to this subject is justified by its practical importance. A good many of the ordinary teacher's difficulties find their explanation in what Mr. Green has to say on this subject, and in connection with the Kinema and with such apparently irrelevant matters as stammering. Introversion and Extroversion (Mr. Green keeps to the orthodox form extraversion, but there is much to be said for Dr. Nicoll's preference for the *o*) are thoroughly well treated, but perhaps it would be well to make it clear that

only in pathological cases are they markedly present among young people. Identification and sublimation are dealt with in a very helpful way. Indeed the characteristic of the whole book is helpfulness. Sex is kept in its proper place; it is neither burked nor raised to that unwholesome pre-eminence that repels so many teachers. There is a limited but useful bibliography, the comments in which are perhaps the best indication of how the author of the book stands towards his subject as a whole. The book can be strongly recommended as thoroughly readable, sound and useful. J. A.

**SECONDARY EDUCATION IN THE NINETEENTH CENTURY:** by R. L. Archer. (Cambridge University Press. 12s. net.)

Professor Archer here presents an admirable account of the whole of education during the nineteenth century, for though the emphasis falls on the secondary aspect, the elementary side gets its fair share of attention; and the universities get perhaps more than their share. The author is very optimistic about the work of the future of Oxford and Cambridge, and he certainly writes with sympathy and knowledge about their work during the period that he has marked out for his own—from 1815 to 1918. Professor Archer writes as he would talk; many of his phrases are striking and illuminating; in the matter of style and interest the book leaves nothing to be desired. The spirit, too, is excellent. In spite of his strong bias towards the Public Schools and the older Universities, our author treats of newer types of education with great insight and friendliness, and deals with the scientific movement in a surprisingly detached way. The chapter on *The Age of the Prophets*—these by the way are Matthew Arnold, Ruskin, F. D. Maurice and Charles Kingsley—is an excellent piece of work, but it needs something just a little more definite to pull the whole together. Most of us would like to believe the closing words of the Preface, "The teachers of fifty years hence will not trace back their spiritual pedigrees separately to Arnold or to Huxley, to F. D. Maurice or to Ruskin; they will be descended from them all." No doubt; but what if the teachers of half a century hence trace back to quite a different group—to Jung, Spearman and Macdougall, to Rouse and Nunn and Caldwell Cook? The American influence is neglected in the text, and psycho-analysis gets no place. It may well be that Professor Archer despises all these things, and he may be right. But they exist, they exercise an influence, and fifty years hence they will have had their effect.

But we must not let Professor Archer's lack of interest in certain movements prejudice us in estimating the positive work he has done so well in this volume. Nowhere else can we find such a well-coordinated presentation of the administrative aspects of secondary education in England and Wales during the nineteenth century. The Public Schools and the older Universities have never had a better exposition. If the aims and method of the municipal schools have not got all the attention they deserve they must bide their time. By-and-by they will, no doubt, get a more sympathetic critic; they will never get a fairer-minded one. C. C. C.

#### English.

**A BOOK OF SHIPS AND SEAMEN:** by Richard Wilson. "King's Treasures." (J. M. Dent and Co.)

This is a delightful addition to this cheap and excellent series. The compiler has selected with skill from an unwieldy bulk of possible material, though those who have felt the glamour of the sea and its literature will of course be unsatisfied. Prose and poetry alike are included in pleasing alternation, and authors old and new, grave and gay, make their contribution, while the sparkling introduction contributed by "Q" increases the attractiveness of the little volume. A strange misprint creeps into page ten, where the author of "The Cruise of the *Cachalot*" is printed as J. H. Bullen instead of F. T. Bullen.

**THE CLARENDON SERIES OF ENGLISH LITERATURE.**

1. CHARLES LAMB: PROSE AND POETRY: by George Gordon.
2. WORDSWORTH: POETRY AND PROSE: by David Nichol Smith. (Oxford Press. 3s. 6d. each.)

This new series, of which "Milton: Poetry and Prose," has already been reviewed in these columns, represents an important new venture on the part of the publishers, and one which should achieve the success which its excellence deserves. Each volume aims at giving in manageable compass representative selections from the greatest authors, together with the best criticism of their work. The publishers have secured the services of a host of contributors of wide repute, and to judge by the volumes before us the popularity of the series is assured. The books are tastefully produced, and the selections are most carefully chosen. All students and teachers of literature should possess them.



MODERN ESSAYS FROM "THE TIMES," with an introduction by J. W. Mackail. Edward Arnold. 2s. 6d.

Many readers have felt that the "third leaders" appearing from day to day in the "Times" are worthy of preservation in more permanent form, and the publishers have done readers a service in thus publishing some fifty of these essays in cheap and handy form. The selection is representative of the very best in modern journalism, and many of the essays might well be studied in schools and classes, both for content and for form, as excellent examples of a charming literary medium. It is a long journey from Bacon, even from Addison, to *The Times*, but a book of this kind shows that the ancient art of pleasant discursive writing has not been lost, and has even been improved upon. We wonder at the anonymity of the writers. Such work is assuredly good enough to be owned.

A JUNIOR BOOK OF VERSE, in Three Parts, compiled by W. J. Glover. Cassell.

These little books are really excellent. Mr. Glover's work in English class books is deserving of more than usual commendation. He knows and understands children, and has selected according to their ages and needs. And a very charming selection it is, for we find the oldest of old favourites with the most enchanting new numbers.

Sir Henry Newbolt contributes an excellent little introduction, which is printed in each book. Teachers should obtain the books for the sake of this introduction, for it is actually an inspired message as to what poetry children really do appreciate.

#### Classics.

OUTLINE HISTORY OF GREEK RELIGION: by L. R. Farnell. (Duckworth. 91 pp. 2s. net.)

THE STUDY OF ROMAN HISTORY: by B. W. Henderson. (Duckworth. 93 pp. 2s. net.)

THE LATIN CULTURE: by E. A. Burroughs. (Duckworth. 2s. net.)

It is impossible to give much praise to any of these books; the paper and bindings are poor, the print close and difficult to read. Nor do the contents offer any great compensation for these mechanical imperfections. Dr. Farnell's volume is the most valuable of the three, and is a gallant attempt to compress as much information as possible into ninety small pages. But with all deference to Dr. Farnell's learning he is hardly, as readers of his "Cults of the Greek States" know, a stimulating writer, and the neophyte will derive little inspiration from such a typical sentence as this: "But the ethnic decision is at present impossible on a vast number of details in this composite polytheism, in respect both of ritual and of the divine personalities; and the student of Hellenic religion must often abandon temporarily the quest of origins in his investigation of the composite whole." This, it might be suggested, is hardly a style suited to appeal to the general reader for whom this series apparently is designed. But it is preferable to the clerical urbanity of Mr. Burroughs—"Even in studying literature as such, or art as such, one is largely out for new light upon human nature, as well as new visions of absolute beauty: but one may grant that, at least for educational purposes, the test of an author or an artist is mainly the excellence of his work." So, after ten pages of confused introduction, Mr. Burroughs begins, and so he continues to discourse on what he calls the inwardness of Roman history and the development of Latin literature. What Mr. Burroughs has to say on these subjects has been better said already, and even a handsome acknowledgment of the author's debt to Mr. Warde Fowler scarcely justifies five quotations in a page and a half.

As for Dr. Henderson's book, it is a curious medley: half of it an attempt to condense the history of Rome into fifty pages, the other half a collection of examination notes. As a contribution to a general series it seems strangely out of focus, for the point of view taken throughout is that of the Oxford tutor lecturing to his "Greats" pupils—"our premier school of *Literæ Humaniores*." Dr. Henderson has shown that he can write with freshness and vigour, but in this handbook he descends too often to the obvious platitude and the laboured jest. Here are two gems from one page: "But the Roman's genius for organisation and government was greater even than his aptitude for war. Else had the history of Europe been far other than it has been!" "Like the word 'politics' in Mr. Pickwick's famous words, the '*Nomen Latinum*' comprises in itself a difficult study of no inconsiderable magnitude."

One may be out, as Mr. Burroughs would put it, to combine amusement with instruction, but it is hardly necessary to be as far out as this.

(Continued on page 426.)

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### Spanish

MAIN CURRENTS OF SPANISH LITERATURE : by J. D. M. Ford. (Constable and Co. 15s. net.)

In this series of eight lectures which were delivered at the Lowell Institute in Boston, in 1918, Professor Ford outlines the history of Spanish literature from its beginnings down to the present day. Many of the results of the most modern research are given with that lucidity which characterises all the work of the author, and in the last lecture he gives us a succinct account of the High-points (as he calls them) of Spanish-American literature. So few books dealing with Spanish literary history are readily available in English that Professor Ford's work is all the more welcome. It will be read with both profit and pleasure by all students of literary history.

### History.

THE ORIGIN AND GROWTH OF GREATER BRITAIN : An Introduction to Sir C. P. Lucas's Historical Geography : by Hugh E. Egerton. (Clarendon Press. 242 pp. 3s. 6d.)

Whatever Professor Egerton writes about colonial expansion is valuable. While he is interesting, he does not aim at the picturesque; and though he obviously delights in tracing the grand geographical sweep of travel and settlement, and the march of political development, he picks his way carefully and scrutinizingly. For instance, in discussing the origin of the United States, he notes a fact often overlooked:—

At the beginning of the War of Independence, in spite of the Navigation Acts, in spite of their experience of English officials, in spite of George III and his obsequious Parliament, no less than about two-fifths of the American people appear to have been still at heart loyalist.

And again, instead of proceeding to say (as superficial writers frequently do) that England took the lesson of the American rebellion to heart, he remarks that "it is impossible, in the face of the first forty years of the nineteenth century, to maintain that Great Britain profited by the loss of the American colonies so as to approach colonial questions in a new spirit." In this judicious temper, and with a keen eye, all along, for the economic aspects of his subject, Professor Egerton pursues his studies of ancient colonisation, the Spanish, Dutch, etc., colonial enterprises, the Mercantile System, and the introduction of Responsible Government. A very useful survey of the Problem of the Future Relations of Overseas Communities and the Mother Country closes the volume. In such pages one gets, not a mere manual, but a sort of philosophy of colonisation. F. J. G.

THE EVOLUTION OF WORLD PEACE : Essays Arranged and Edited by F. S. Marvin. (Humphrey Milford, Oxford University Press. 191 pp. 9s. 6d.)

In an almost casual sentence of Sir Paul Vinogradoff's contribution to this excellent volume of eleven essays, he remarks that, in the Roman Empire, "the number of persons subject to its [slavery's] yoke was still much larger than that of the free men." Sir Paul's essay finely and nobly portrays the Work of Rome as a civilising agency. Nevertheless, this work was accomplished in the huge shadow of slavery. The fact should remind us that, while tracing—as this book does in a most admirable manner—the growth towards international unity, the unity cannot be morally complete until every form of exploitation ceases. Having uttered this gentle qualification of our praise, we can cheerfully commend Mr. Marvin's symposium to all who are in harmony with the League of Nations, or with President Harding's efforts to secure disarmament. In a concise and instructive lecture on the League, Mr. Frederick Whelen says:—

The first twelve months of the life of the League has inevitably been one of intensive organisation. The foundations have been laid. The structure to be built on them will depend on the co-operation of the Governments and the peoples. In a famous phrase, "What we seek is the reign of law, based upon the consent of the governed and sustained by the organised opinion of mankind."

The gradual, but exceedingly sure, approach of mankind through many epochs of history, from Alexander and Imperial Rome to Innocent III, Grotius and the French Revolution, towards world-unity is competently sketched by Mr. Marvin's collaborators. Something may be said, and is justly said, by Professor C. R. Beazley on behalf of that Congress of Vienna at which idealists often gibe. Some of its supporters reasoned thus:—

Surely a temporary Alliance against Napoleon and "Jacobinism" could be expanded into a permanent league, an international court, by which future dangers might be

arbitrated or otherwise averted, and the peace of Europe maintained. The civilised peoples of Christendom were heartily tired of fighting, and somewhat disposed to welcome the idea of a *Confederacy of European Nations*. Might not the eternal ebb and flow of national rivalries, successes and failures, thus give way to a *United States of Europe*?

To the strictly historical lectures, Mr. H. G. Wells adds the lively flash of his speculations on "A World Utopia."

F. J. G.

A BOOK OF ENGLISH HISTORY FOR CHILDREN : by Lilius Milroy and Elizabeth M. Browne. Part II, from 1603 to the end of the Great War. (Blackie and Son. 248 pp. 3s.)

In more features than one the following extract denotes the style of the authoresses. It relates to "Life in Stuart Times":

One father is said to have been very angry with his little boy, who was not quite three years old, for being so shy and *rustic* in his manners, and his grandmother begs that only his tutor shall be allowed to whip him. The very greatest respect was required even from grown-up children, and another father threatened to cut off his son with a shilling because, at the age of *forty-five*, he had married without his consent. The same sort of severity is sometimes seen in a husband's treatment of his wife. When Lord Strafford married for the third time, his wife apologised for venturing to write to him, but he graciously assured her that she had not been too bold.

There are forty-five little chapters, and plenty of pictures, beginning with the Gunpowder Plot Conspirators and ending with a British Tank. The material follows the customary line of kings, wars, ministries, etc.

F. J. G.

THE TREATY SETTLEMENT OF EUROPE : SOME GEOGRAPHIC AND ETHNOGRAPHIC ASPECTS : by H. J. Fleure. (Milford and Oxford University Press. 83 pp. 2s. 6d.)

In the best spirit of "Human Geography" and up-to-date study of ethnic factors, this booklet traces the significance of the chief territorial changes since the World War. The preface grumbles at the Treaty of Versailles, but also drops the comments:

It would be unjust not to admit that often enough the real power seems to lie not among the politicians who bear the brunt of the criticisms, but among industrial and financial magnates behind the scenes.

Whatever the Aberystwyth professor does is executed in workmanlike style, and brims with sound information on physical and social phenomena. Those who are not familiar with his method may get a glimpse, thus:—

The Walloons are physically of the race of the Alpine broadheads, noted for their frugal tenacity, and their attachment to the soil so often gained by clearing of the forest or redemption of the waste. The industrial population thus remains more rural than in Britain, and a customs tariff has made stock-raising profitable. It has been half humorously said that a leading characteristic of the Alpine race is a love of committees, and Co-operative tendencies are highly developed in Wallonia.

Assisted by sketch-maps, Professor Fleure deals with the Rhine area, the German Plain, the Baltic and Polish territories, and the Danubian lands. Teachers and lecturers will be grateful for the data crowded into this little publication.

F. J. G.

SOCIAL LIFE IN ENGLAND TO 1500, FOR JUNIOR FORMS : by Elizabeth H. Devas. With 22 illustrations. (Methuen. 95 pp. 2s. 6d.)

The twelve chapters and the pictures support the title well enough, and the manner of the recital may be exemplified thus:

The French Northmen looked down on the Saxons with their four meals a day as gluttons. Perhaps they were daintier in cooking and service. Meals were announced by a trumpet, and preceded and followed by a washing of hands that was strictly necessary. In the Bayeux tapestry we see the cooks and servers carrying in the dishes to the hall in procession.

Miss Devas runs chattily over such topics as Homestead and Castle, Work, Clothes, Amusements, Law, Education, Roads, Religion, etc., and sensibly remarks that her numerous facts are intended as auxiliaries to the teacher's use of pictures, stories, and literature.

F. J. G.

(Continued on page 428.)

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**SAINTS AND HEROES OF THE WESTERN WORLD:** by Muriel O. Davis. (Clarendon Press. 140 pp. 2s. 6d.)

For this attempt to present more than a thousand years of European history through fifteen biographies, from Constantine to Loyola, Miss Davis deserves praise; and the many illustrations are selected with good taste as well as an eye to the picturesque. For instance, the Siena fresco of "St. Benedict setting out for Rome" is reproduced. Miss Davis relates how Rienzi was brought captive to Avignon, and quotes Petrarch's description of the citizens gazing upon the fallen leader as he appeared between two guards; and such little strokes render her stories interesting. The subjects include Hildebrand, St. Bernard, St. Catherine, Erasmus and Luther. Young readers will probably absorb more real history from these pleasant chapters than from many more pretentious volumes. F. J. G.

**A BIBLIOGRAPHY FOR SCHOOL TEACHERS OF HISTORY:** ed. Eileen Power. (Methuen. 62 pp. 1s. 6d.)

"The schools can be the engine-rooms in which power is created to drive the machinery of the League of Nations," says the Editor, at the close of her interesting Preface. The remark may be accepted if one is careful not to place a fanatical stress on the idea embodied in a leaflet (here commended) on *What to leave out in Teaching History*; otherwise, we shall have all sorts of teachers leaving out all sorts of subjects! There are 242 annotated entries in this very useful compilation; and, as wheels within wheels, Miss Power furnishes lists of the S.P.C.K. *Helps for Students*, and the forty-eight leaflets of the Historical Association. Teachers, parents, and workers for the League of Nations cause will find the pamphlet a substantial aid in directing the reading of both children and adults. F. J. G.

**PHILLIPS' JUNIOR HISTORICAL ATLAS:** prepared under the direction of the Historical Association. (Philip and Son. 40 pp. of Coloured Maps and 8 pp. letterpress. 9 by 7½ inches. 2s.)

Of course this atlas will accompany readings and lessons at school. But one can imagine intelligent children poring over its pages with sheer pleasure in the bright colours, and a kind of detective joy in hunting up historical meanings. For example, Palestine is shown in the midst of the imperial neighbours who so powerfully influenced her destiny. Greece is first seen in connection with Italy, Asia Minor, N. Africa, etc., and then as Greece proper without the large environment. A very interesting page presents the development of Christianity by the year 814. A fascinating projection of the world in 1604 reveals the portions brought to light by explorers, and leaves huge shadows over the undiscovered realms. The last page, with the world in 1914 and the world in 1921, might occupy young eyes for a useful hour or two. F. J. G.

1. **THE INDUSTRIAL STATE:** by M. D. Stocks.
2. **A SOCIAL AND INDUSTRIAL HISTORY OF ENGLAND BEFORE THE INDUSTRIAL REVOLUTION:** by M. Dormer Harris. (Collins Clear Type Press.)

These two excellently produced books belong to the new series of Continuation Manuals published by Messrs. Collins under the general editorship of Sir William Ashley and Mr. Bernard L. Manning. These names are a guarantee of the excellence of the series. The two authors have done their work with skill and enthusiasm, and the two books, though there is some unavoidable overlapping, are mainly complementary to each other. Each contains a useful list of suggestions for more advanced reading. A pleasing feature of the books is that they are not marred by any attempt to write "down" to the supposed level of the type of pupil for whom they are intended.

**A SHORT HISTORY OF THE GREAT WAR (for Young People):** by T. O. Hodges. (Macmillan and Co. 3s. 6d.)

This is a book intended primarily for the use of Indian schools and colleges, but, frankly, we hope it will not be used there, or elsewhere, for all such books, and they are numerous, fail to do justice to an event of such magnitude as the War of 1914-18. Usually the perspective is altogether lost, for few writers are able to select and condense within two hundred small pages four such crowded years of world-struggle. Thus in the book before us, "The work of the Navy" is dismissed in the absurdly inadequate space of fifteen pages. Nor do we approve the lofty smugness which characterises many of the pages, where all enemies, particularly Germans, are craven villains, and all allies, particularly English, are noble heroes. The time for this emotional gush has surely passed.

**LONDON'S STORY:** by Claud Mullins. (G. Bell and Son. 2s. 6d. net.)

An excellent little book on London, which has the advantage of being written by a non-teacher and not specially for schools. The writer is clearly an enthusiast for his subject, and has laboured long and patiently in the collection of his material. The book should appeal to readers of every age and type.

**A SHORT HISTORY OF SCOTLAND:** by Charles S. Terry. (Cambridge University Press. 266 pp. 8s.)

In this volume, abbreviated from the 710 pp. History published in 1920, Mr. Terry addresses Middle and Upper Forms and Training College students in a grave and conscientious tone, as, for example, in this reflective paragraph:—

With James V. ended the period of the "Jameses." Underneath the turmoil which fills the page of history, the country advanced in wealth, established itself in the fraternity of European States, and responded to the call of the Renaissance and the Reformation. James' death did not at once weaken the tradition of Franco-Scottish friendship, but it left Scotland at the parting of the ways: France and Rome beckoned to one, England and a new age to the other. For a quarter of a century the issue was in suspense, till, galloping from Scotland in 1568 to the inhospitable shelter of an English roof, Mary Stewart restored it. Protestantism and the English alliance triumphed.

And the story closes with a respectful glance at Church developments:—

In 1847 the United Presbyterian Church was formed out of dissenting congregations hitherto apart. In 1900 that body united with the Free Church of 1843 to form the United Free Church of Scotland. Its re-union with the Establishment from which its component elements at different times seceded is now (1921) imminent.

Broadly speaking, Mr. Terry's methodical account of the Feudal Kingdom, War of Independence, Reformation, Covenant, Union and Civil War, etc., is political, no special attention being devoted to economics. The final chapter, however, interestingly notes economic developments, and philosophical and literary events since the middle of the 18th century. There are three maps and four pedigree tables. F. J. G.

**THE BEGINNERS' ANCIENT HISTORY FROM EARLIEST TIMES TO ABOUT A.D. 1000:** by J. B. Newman. (Harrop, 174 pp. 2s. 8d.)

**THE BEGINNERS' MODERN HISTORY FROM ABOUT A.D. 1000:** by the same author. (Harrop, 160 pp. 2s. 8d.)

To Junior Forms Mr. Newman chats in this wise:—  
Rome made herself mistress of the other cities in the Latin League, and, as you may imagine, this was not approved of by the rest. After the invasion of the Gauls they thought they saw their chance of altering things. "Rome has been beaten and sacked," said they, "let's kick her while she is down." But to their surprise and confusion Rome was not down, and first one and then another had to give in to its old mistress.

With a fair sprinkling of pictures to help, Mr. Newman agreeably talks his way from the Stone Age to Athens and Rome, and to Alaric and Charlemagne.

Then, in the second booklet, he sprints into Feudalism:—  
The times round about the year 1000 have been called the Age of Disorder—a name fully deserved. One of the main causes of the hopeless confusion was the absence of strong rulers. We all know the effect this has, and if it is bad in a class room or playing-field, it is equally bad in a nation.

And so on into the days of Crusades, the rise of English, French and Spanish nationalities, the Wars of Religion, Colonial Rivalries, and 18th century Revolutions, Napoleonic Wars, and "Italy a Nation" and "Germany a Nation," down to the Great War and a thumb-nail portrait of Foch. Mr. Newman is never dull. F. J. G.

**ENGLISH HISTORY, 499-1914:** by Arthur Hassall. (Duckworth, 64 pp.)

One smiles at first on noting that, in a pamphlet of 64 pages, Mr. Hassall packs the whole English record. But, for a swift bird's-eye view, which selects significant things and skips unessentials, it is a most handy compilation. Students who get bewildered by overcrowded manuals may take up this miniature guide, and see things at a glance. F. J. G.

(Continued on page 430.)

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**THE BEGINNERS' HISTORY OF ENGLAND TO THE END OF THE GREAT WAR:** by E. W. Miller. Illus. (Harrop, 279 pp. 2s. 6d.)

The mariner, Pytheas, appears on the first page, Julius Cæsar on the third, on page 27 we have a picture of a Saxon feast, on page 47 a picture of serfs labouring on their feudal lord's field. By hurrying along at this very rapid pace Mr. Miller manages to cover a surprising amount of ground, and he finds room for a liberal measure of rigorous little illustrations, e.g., of a stage-coach, the "Rocket," a toll-gate, a "tube" train, a zeppelin, etc. The style may be judged from the following passage:—

Sir Robert Walpole, one of England's greatest statesmen, was born in 1676, son of a country gentleman of good estate and ancient lineage in Norfolk. He was a Whig and a typical squire of the age, a hard drinker, a keen huntsman, and free with his hospitality. In 1700 he married the granddaughter of a former mayor of London, by whose influence he won his way easily among the rapidly rising class of merchants, from whom doubtless he learned the sound principles of finance which distinguished his government.

It is a pleasantly readable book.

F. J. G.

**HISTORY OF THE PEOPLE OF ENGLAND:** Vol. i. of Series 3 of "Bede Histories": From 55 B.C. to A.D. 1485: by Alice D. Greenwood. Illus. (S.P.C.K. 388 pp. 8s. 6d.)

An immense industriousness characterises this work. The young students, aged 15 and upwards, for whom it is planned, and who plod through its closely-printed pages, will find plenty to bite at. So anxious seems Miss Greenwood not to leave anything out that, at the opening of so momentous a story as that of the Hundred Years War, she pauses to tell of the way in which various towns squeezed privileges out of Edward III. :—

Gloucester got permission to secure the money for its street improvements by calling toll of boats from other towns. Nottingham, less sordid, only required better hunting grants; while Leicester, at the end of the reign, obtained exemption from a loan for national purposes by invoking the powerful influence of Katherine Swynford, who was afterwards presented with a token of gratitude in the shape of a magnificent saucepan worth £2 (nearly £50 at present values).

A special feature of the "Bede Histories" is systematic attention to the activities and social influence of "the Church"; and it can be said that Miss Greenwood, without showing any singular bias, loyally complies with this ideal. When, for instance, she surveys the events of the fourteenth century she duly notes the economic effects of the Black Death, but also observes:—

The awful catastrophe of the Black Death swept away the greater part of the clergy of England, and half emptied the monasteries. The fearless self-sacrifice of the clergy left their flocks, over large districts, without any of the means of grace. In those days such a deprivation was universally believed to imperil terribly the unhappy soul left unblessed. The bishops did their best by proclaiming that every priest might exercise episcopal powers of absolution, and that laymen, or if need be, women should receive the last confession of the dying in the stead of priests. But when the plague was spent the churches were still silent; there was scarcely one priest where there had been four or five, and of the minor ranks of clergy few were left. Nor did enough candidates come forward for ordination.

Among the multitudinous facts an ample notice of social manners, in villages and towns, is included; and there are fifteen maps, several of which indicate English connexions with Western Europe.

F. J. G.

**A HISTORY OF THE BRITISH COLONIES:** by H. L. Jones and C. Sherratt. (W. B. Clive, University Tutorial Press, 187 pp.)

Explorations, adventures, tragedies, piracies, economic developments, and the rest are here reduced to 125 orderly paragraphs headed in clarendon type, and these are arranged into ten chapters on Elements of the Empire, Discovery, Pioneers, Struggles, British India, Canada, etc., terminating with "The Growth of Imperialism" and the expectation of great constitutional changes:—

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It is a readable and straightforward account, stressing the political and military events rather than social and economic factors. There are a few black and white maps, and no illustrations.

F. J. G.

**THE TRADITION OF THE ROMAN EMPIRE. A Sketch of European History, with Maps:** by C. H. St. L. Russell. (Macmillan, 280 pp. 6s.)

The eight maps ought to be looked at first, beginning with Europe in 364, and ending with Europe in 1914. In each map one sees a kind of despotic shadow menacing Europe. The most natural and excusable despotism (if one may so speak) was that of the completed Roman Incorporation of the 4th century. Mr. Russell then shows us how the tradition of this Empire remained, and expressed itself tragically in the First Teuton Attempt at overlordship (800 to 1254; the Emergence of France, the Second Teuton Attempt (Thirty Years War, etc.); the French Imperialism, and the Third Teuton Attempt, culminating in the World-war. Of course Mr. Russell is on the elusive track of the Holy Roman Empire. But he really examines the influence of three great dynasties upon the destiny of Europe—the Hapsburgs, Bourbons, and Hohenzollerns. Of their ambitions he says:—

These great families, all sprung from parts of the Frankish empire of Charlemagne, have troubled the peace of Europe, besides imperilling their own, with the fatal dream of reviving once more the Carlsirngian Empire, in its reproduction of the old Roman Empire of the West.

It is an interesting and useful endeavour to display, on the European stage, important international actions and reactions

F. J. G.

**THE BRITISH EMPIRE. A Short History:** by J. P. Bulkeley. Clarendon Press. 3s. 6d.

The author by his educational experience in various parts of the Empire is fitted for the task he has undertaken, and has produced a book, which, while not marked by much original research, is nevertheless coloured by a splendidly sane view of the fundamental unity of the Empire. He has the courage, too, to depart from mere chronology where necessary to preserve the continuity of his subject. The result is a very stimulating book, whose value lies more in the ideals it propounds than in the information it catalogues. It should be welcome in higher schools throughout the Empire.

**A SCHOOL ECONOMIC HISTORY OF ENGLAND:** by C. M. Waters. Clarendon Press.

Books purporting to give synopses of "Economic" history are becoming all too numerous. Competition between publishers is producing a host of these small manuals, with the unfortunate result that the average teacher finds the selection of a suitable book difficult and confusing. The book before us treats of economic history to the middle of the 18th century, and takes us along a well-worn path trodden already by all too numerous feet. Nor does the compiler add anything to our entertainment along a somewhat dud and dreary road. We think that the book as a whole shows that the combination of schoolmistress-compiler is not the best for the production of school books. Teachers as a rule are too much occupied with syllabus and examinations to introduce into their books the freshness and charm which might be expected from an author who is an enthusiast and a non-teacher.

**SOCIAL DECAY AND REGENERATION:** by R. Austin Freeman; with an Introduction by Havelock Ellis. Constable. 18s. net.

Mr. Havelock Ellis, in his introduction to this book, speaks of the author as "a man of penetrating observation, of independent judgment, capable of outspoken criticism." To this he adds the suggestion that collectivism has claims to play its part, along with individualism, in future human developments. These two comments make the heart of adequate comment on the book. It is a work that calls for a long review to deal with it justly and adequately, for the theme is a detailed one. In essence it is that a rapid degradation of the human type and average set in with the Industrial Revolution, and as a direct result of the development of the power machine. Much of the

(Continued on page 432.)

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London : Edward Arnold & Co., 41 and 43, Maddox Street, W. 1.



work is a gloomy epic of the machine, and the darkness of the picture is not unfairly exaggerated. The author is a Spencerian individualist; and his strength and weakness are both of them centred here. For, on the one hand, his biological analyses are careful, thorough, and based upon evident knowledge, reading, and observation. His investigation of Spencer's "Social Organism" theory is excellent. On the other hand he is ill-informed about socialism as was Spencer or the late Beattie Crozier. He uses for preference the term "collectivism," like Hilaire Belloc. But he has not Mr. Belloc's knowledge of what they both detest.

His analysis results in four "social anti-bodies"—The Domination of Man by Mechanism; Collectivism; Progressive Increase of the Population; and the Relative Increase of the Unit. His cure is a Utopia; wherein he follows a very old and very useful method, as did such fine spirits as Plato, More, and Morris before him. Nor is this the only respect in which he uses the methods and declares for the aims of his *bête noire*, the socialist. He will find in the pages of William Morris, and in the writings of the Guild Socialists of to-day, detailed forecasts of nearly all that he says about machine production. The poverty of his equipment in this part of his subject is in such contrast with his full knowledge in other parts, that it would be startling were we not now accustomed to meeting instances of it. Thus he tells how a contingent of African blacks, overtaken on a journey by a storm, went into the forest, and rapidly built adequate shelter-huts for themselves in a few hours, each group after the fashion of his tribe. Two pages further on he asks why the English people, faced with a shortage of houses after the war, looked to the "State," instead of building houses for themselves, if not of brick, then of "timber or cob or wattle and daub, or boulder and clay." What are we to think of a sociologist who ignores the factor of access to material in such a matter as this; who throughout his analysis and enquiry never once deals with, or even mentions, the problems of land and of inheritance; who deals faithfully with the millionaire, but forgets the reactions of the great *rentier* class upon his projects?

Like the fanatical socialist of his imagination (existent, but scarcely typical), Mr. Freeman has a bee in his bonnet whose buzzing deafens him to certain sounds and arguments. Yet his very deafness gives aim and vigour to his book. It contains much excellent material. Perhaps, if Mr. Freeman's knowledge of socialist theory were equal to his knowledge of social biology, he would have written a more balanced work. But in that case the book quite possibly would have been less interesting. And we might have lost some delicious jokes, such as the identification of a Socialist Government with the Coalition Government which we are enjoying in the present year.

R. J.

### Mathematics.

A CONCISE GEOMETRY: by C. V. Durell, M.A., Senior Mathematical Master, Winchester College. pp. 320. 5s. net. Geo. Bell and Son.

Two books on Geometry, bearing the date 1920, both by authors of good repute in the world of mathematical teachers, have now appeared. The temptation to make comparisons is quite irresistible.

Mr. Durell's book is the more concise, and also compares favourably with the other as regards print, paper, paging, and price. The size of print is uniform, the paper is not transparent, and fresh matter generally commences on a fresh page. Both authors separate the formal propositions from what is evidently intended to be the geometry course proper, the latter consisting mainly of riders, constructions, and numerical examples. As neither book seems likely to usher in the millennium, we find Mr. Durell's the more modest preface. He says that he believes in riders rather than propositions. We believe in life rather than logic, and to life his Greek geometry bears no relation.

Prejudice is securely installed indeed. The mentality, trained in Greek and Latin, making its living out of the dull routine of lines and repetition, sees culture only in niceties of classical construction. Scornful of such blindness, another denies the power of clear thought to those who cannot emulate the dialectics of Pythagoras.

If a boy doubts this theorem, he will measure a few cases. Why not? Isn't that what we all do, except in geometry? The decisions of life are not reached by logic. The measuring of the earth derives its interest from survey and navigation, and not from "geometry," concise or otherwise.

In spite of an over-crowded time-table, and of the everlasting cry, "What is the use of all this?" to the demand for knowledge about mechanics, electricity, and all the interesting things of the world, we supply riders and the Latin grammar or the stick.

CO-ORDINATE GEOMETRY (PLANE AND SOLID) FOR BEGINNERS: by R. C. Fawdry, M.A., B.Sc., Head of the Military Side, Clifton College. pp. 215. 5s. net. Geo. Bell and Sons.

The author hopes that this book may be used as a preliminary course for specialists as well as for Army and engineering classes. We hope not. Elementary conics is a dull subject at the best of times; taken slowly and numerically it is painful.

With its main purpose in view, however, we consider this book a most satisfactory production. Those who know Mr. Fawdry's Statics and Dynamics will not be disappointed in looking for the same laudable brevity in the text, and copious examples and revision papers. The first set of these occurs after Chapter IV. Co-ordinates and the straight line have been dealt with, also the equations of tangent and normal to any curve. For this purpose  $\frac{dy}{dx}$  is introduced in about four pages.

Chapter VI., the first on the conic, is not confined to the use of the Canonical Equations. It starts with that of the circle and generalizes it at once by change of origin. Later follow the other conics. We feel that the beginner will find this treatment quite manageable. Chapter VII. deals with tangents, asymptotes, and conjugate diameters. Chapter VIII. is a useful summary of important geometrical properties—a valuable feature in the book.

After another set of revision papers is a short chapter on Polar Co-ordinates, and, lastly, a longer one on Three Dimensions, mainly on the straight line, but just mentioning the conicoids.

The treatment throughout is straightforward, and the examples easy; the book also is well produced. It may be confidently recommended for the use of army classes and others preparing for similar examinations.

ELEMENTARY DYNAMICS. A Textbook for Engineers: by J. W. Landon, Lecturer in Engineering, Cambridge. pp. 240. 10s. 6d. net. Cambridge University Press.

Mr. Landon's book consists of chapters on Motion (Kinematics)—Linear Momentum—Angular Momentum—Centrifugal Force—Work, Power and Energy—Units and Dimensions—S.H. Motion—and a few miscellaneous problems. Chapters average about 25 pages, with 20 to 30 numerical examples at the end. In addition there are 100 collected examples at the end of the book. The Calculus notation occurs but little, since the author expects that his readers will be learning that subject concurrently.

In putting down his equations of motion Mr. Landon adheres to absolute units, his answers being worked out in gravitational units. At school this would certainly lead to a more or less permanent difficulty with  $g$ , one unit or the other must hold the field throughout the first course; at an engineering college it is, no doubt, otherwise. The book may be commended on account of its lucidity and the interest of the many worked examples.

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**EXAMPLES IN DIFFERENTIAL AND INTEGRAL CALCULUS:** by C. S. Jackson. Longmans, Green and Co. 10s. 6d. net.

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**EXPONENTIALS MADE EASY, OR THE STORY OF EPSILON:** by M. E. J. Cheury de Bray.

This is frankly and admittedly a close imitation of a book now famous—"Calculus Made Easy"—and its dedication to the memory of the late Dr. S. P. Thompson is therefore particularly suitable. The writer has clearly caught the simple, chatty style of his master, and has produced an attractive little book. Yet we are doubtful of the mock simplicity and

pseudo jollity of its pages. The intricacies of "epsilon" or "e" are not thus lightly mastered or dismissed. There is a certain mock-humility and a look-at-me-what-a-fool-I-am-and-yet-I-can-do-this attitude about the writer of this and similar books which will repel as many as it attracts, while the true mathematician must feel at times that subjects of honest difficulty are thus in danger of degradation. Such books represent a definite phase in the attempt to popularise mathematics, but we hardly think the phase is permanent.

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[3.] Mr. Row's book, as its sub-title says, offers "First Lessons in Economics for Children." No one who attempts such a task should be oppressed by critics. The book is simply written. It remains only to get the children to read it. Their parents were put through the "Citizen Reader" and its analogues. Further back were Mrs. Fawcett and Miss Marcel. Mr. Row's book shows a real advance; it is not smug.

[2.] Mr. Lee's book is not much larger, but it is addressed to adults. It represents the modern world, that stands doubting between the failures of yesterday's individualism and the fears of to-morrow's socialism. "There seems to be room," he says, "for an eclectic doctrine of economics." There is always room. Mr. Lee is "what he calls an Immediatist." He seeks to build bridges between Lenin and Herbert Spencer. But neither will set foot on his bridges. However, apart from that, he gives a fair and clear account of the fundamentals of economics.

(Continued on page 436)

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at present; (4) a chapter on Remedies. In brief, he echoes the demand of Professor Cannan, to whom the book is dedicated: He calls on Governments to reduce the floods of paper money which threaten "the suffocation of Europe." The bibliography given is very usefully divided into (A) Older Books, and (B) (C) (D), Modern Books, Articles, and Memoranda on the subject.  
R. J.

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(Continued on page 438.)

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CAMBRIDGE UNIVERSITY PRESS.

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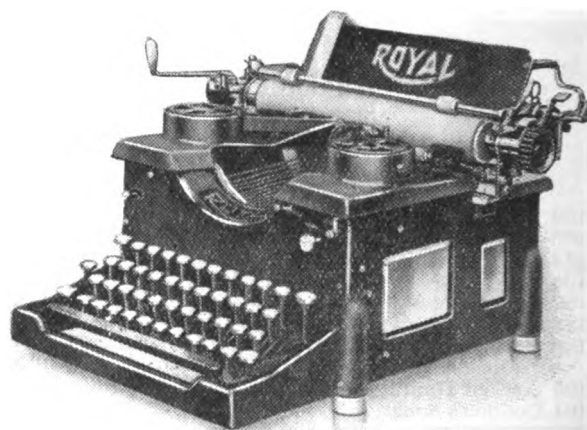
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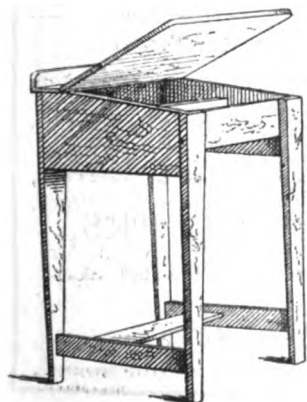
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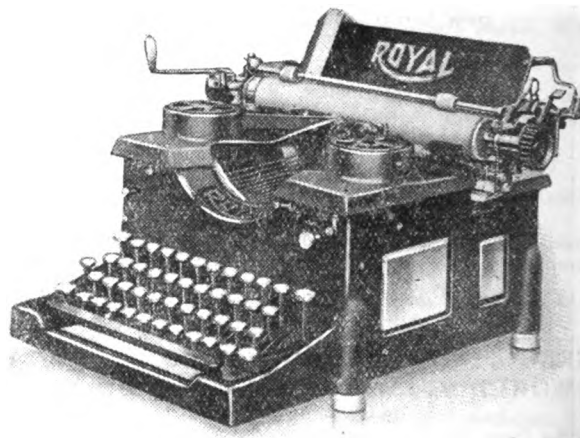
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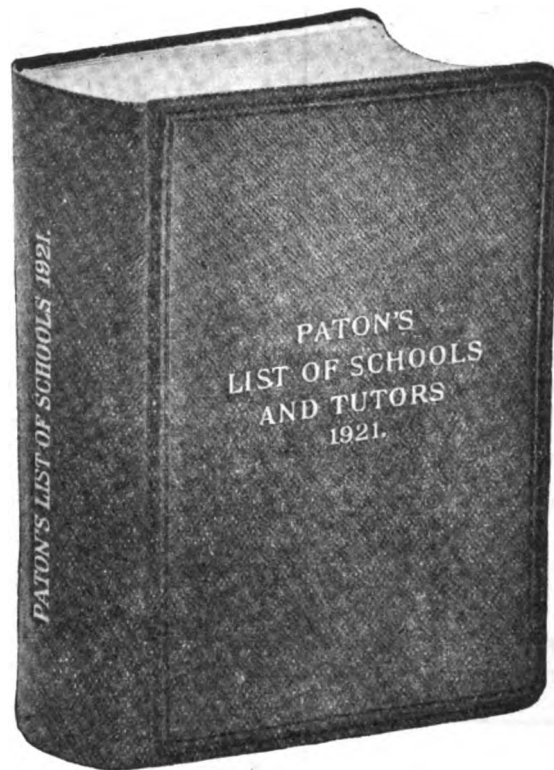
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E.T., October.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

OCTOBER, 1921.

## NOTES AND COMMENTS.

### The British Association.

There are certain cynical and austere scientists who affect to deplore the existence of the Educational Science Section of the British Association. They proceed to comfort themselves by affirming that it was formed as a kind of sediment tank wherein might settle certain bores and tiresome people who could be well-spared from those sections which are really scientific. All this is a highly coloured picture, and bears little relation to the truth. It is, in fact, marked by the worst fault which can affect a scientist, namely, prejudice. Mere laymen and politicians may be forgiven if they hold opinion as truth, but the frequenters of laboratories are expected to test opinion with unclouded judgment. It is fair to say that the proceedings of the Educational Science Section exhibit in a limited field the characteristics of the Association meetings in general. There are popular discourses such as the recital of schoolboy jokes by Dr. Kimmins; general appeals, such as Sir Henry Hadow's presidential address on the Place of Music in a Liberal Education; and serious contributions to knowledge, such as the Reports of the Sub-committee on Charts and Pictures, or Mr. Don's paper on the Preference of Subjects by Pupils. These varied activities are parallel to those of the main body, which is to-day an Association for the popularising of Science.

### Music in Schools.

The presidential address by Sir Henry Hadow was a timely and happily-phrased plea for the more complete and generous recognition of music as a factor in humane education. On this topic the Vice-Chancellor of Sheffield University speaks with a measure of authority far beyond that of a professional musician, who might be suspected of holding that "there is nothing like leather." He brings to the consideration of the question the mind of a scholar and educationist as well as that of a musician whose compositions have been warmly commended by competent judges. His proposals are eminently practical, and some of them should be carried out at once. Especially should music be held to rank as a subject in the examinations for school certificates. This is a matter for the Secondary Schools Examinations Council, and it is to be hoped that early action will follow the influential representations which have already reached that body. Another of Sir Henry Hadow's suggestions is that everybody should be trained to read music, not for the purpose of playing it on an instrument but as a source of intellectual pleasure. To many it will be difficult to realise that a skilled musician finds enjoyment in the reading of a score and that he need not play or even hum the notes any more than he need read aloud the words of a book in order to grasp their meaning. Perhaps Sir Henry is inclined to allow too little for the emotional quality in music, although he is right in condemning those who prate sentimentally about music without troubling to understand it.

### Curriculum and Examinations.

The proposal that music should rank as a subject in the secondary school examinations should be considered as part of the general question of the desirability or otherwise of including some subjects and excluding others. Is it not possible to conceive of a "good general education" as taking any one of several forms? Apparently it is possible, since already the examinations afford some opportunity of choice. The opportunity is restricted by the practice of grouping subjects and by the exclusion of some subjects which are apparently held to be valuable in the school curriculum but worthless in the examination. In practice the subjects which are regarded as unfit for examination come to be neglected in the curriculum, and on this ground it is to be regretted that music and drawing do not rank in the School examinations. It would be a reasonable plan to make English a compulsory subject, since it is the main vehicle of ideas for English boys and girls. Beyond that we might be content to ensure that the curriculum included all the subjects deemed desirable, leaving the pupils to offer themselves for examination in those which would give them the best chance of exhibiting their intelligence and knowledge. The performances of pupils in an examination can never be an accurate test of the work of a school, and the ability to use knowledge is far more valuable than the power of displaying it.

### The First School Examination.

It was understood that the first school examination would be of such a character that the great majority of boys and girls in our secondary schools could pass the test at the age of sixteen or thereabouts. We were told that this was the justification for the requirement that a whole form should be presented and not a few selected pupils. On another page will be found an extremely interesting report of a discussion at the Association of Headmistresses wherein it was shown that while the percentage of actual failures is not unduly high, there are a large number of girls who do not take the examination at all. Thus in 1920 of 6,558 girls over sixteen who left school, 2,934 had not taken an examination, 716 had taken an examination and failed, while 1,450 had gained a certificate before the age of seventeen and the same number gained one after seventeen. It is little to be wondered at if the Headmistresses' Association ask whether such results can be regarded as satisfactory, and desire to know the true purpose of the First School Examination. Perhaps the Secondary Schools Examinations Council will compile a record of the results in the examinations held during the present year. In some cases it will be found that the percentage of failures is altogether beyond what should be expected in an examination which is intended to be taken by a whole form.



### Burnham Problems.

Our Primary School Correspondent expresses the opinion that there is no immediate possibility of any fusion of the Reference Sub-committees of the three Burnham Committees. This is because the special problems arising from the allocation of scales to teachers in public elementary schools are still some way from being solved. In his recently published and extremely interesting book on education, Mr. George Sampson suggests—but does not attempt to answer—several questions. Among these are: (1) Whether the present elaborate isolation of public secondary schools from public elementary schools, as shown by the difference in scale of building and equipment, in status and pay of teachers, in size of classes, and even in such trifles as length of school days, incidence of term, and duration of holiday is not a display of diseased class-consciousness. And (2) whether the official depreciation of elementary education as an inferior branch of public service implying social and intellectual inferiority in the teacher is not a real cause of the shortage of teachers, especially of men teachers. These are important questions, and the Burnham Committees might have helped us to find answers to them. Instead, we have the melancholy picture of three bodies doing the work which should have been accomplished by one.

### Independent Schools and Inspection.

No efficient private or independent school need fear inspection, but should rather welcome it as a form of protection against the competition of mere dames' schools. Under the Act of 1918 it is provided that independent schools must be inspected as a condition of continued recognition for the purpose of the Attendance Laws. This inspection may be conducted either by the officers of the Board or by representatives of the Local Education Authority, according as the proprietor of the school may decide. This plan has the merit of avoiding rigidity, but it is leading to most unfortunate variations of standard. In some districts almost every independent school seems to be recognised, whatever the character of the premises or the number and qualifications of the staff. Meanwhile the Teachers Council has been compelled to enquire into the character of many schools for the purpose of ascertaining whether they afford opportunity for suitable experience in the case of a young teacher. This purpose is somewhat different from that of inspection under the Education Act, and a large proportion of applications for recognition by the Council have failed. It is now time that the whole question should be considered, with some attempt to establish a uniform standard. Since financial conditions do not permit of the replacing of independent schools by public secondary schools, the Board should seek some plan of giving recognition and financial help to efficient schools in order that they may be preserved as an integral part of our national system of education. It is too seldom remembered that a system need not be in all its parts alike, although if the Solar system were under the control of Whitehall we should probably find Saturn being officially ignored because it persists in having rings.

### School Orchestras.

A musical correspondent writes:—"Are School Orchestras possible? Some musicians reply with a direct negative and decry the efforts made in this direction; others admit that they may be possible in Secondary Schools where the leaving age is high, but in an Elementary School the thing is absurd! These critics should learn something of the National Union of School Orchestras, now in its seventeenth year, which held its annual festival at the Crystal Palace on September 21st. At this festival 3,600 boys and girls from the Elementary Schools, mainly violinists, were gathered on the huge Orchestra to express themselves through a joyous music-making. As a demonstration of order and discipline alone—for it was a new and unrehearsed experience for most of them—it was a notable event, but from the musical point of view it was still more striking.

"The programme contained twelve orchestral items, including arrangements from Meyerbeer, Mendelssohn, Elgar, Tchaikowsky, and Rossini. The performance was at a high level, and the few slips were in each case due to a disagreement between the conductor and the children. It had not been possible to have a combined rehearsal. My own sympathies were with the young players who so evidently were carried away by the rhythm, overlooked by their leader, and whose difficulties were increased by the fact that they had to stand and look down at the music desk, which meant that they could not see the conductor very well. The tone and technique were distinctly good. In only a few cases could criticism be made on the holding of the violin and bow; the bowing arm and wrist were generally free and supple, a straight bow was drawn across the strings, and it all showed the care with which correct habits had been fostered."

**The Office of The Educational Times is now at 23, Southampton Street, Bloomsbury Square, London, W.C.1. Readers are asked to note this.**

*I like to think that Somewhere at long last  
The shrivelled buds, which never live to flower,  
Will bloom more richly; in some silent hour  
Birds sing again, whose singing days are past,  
And in great open spaces, wide and vast,  
Felled woodland monarchs more superbly tower  
Towards Infinity; in deathless power  
All Beauty glow, which here was overcast.*

*The friendship which was chilled before its  
prime,  
The Love too frail to face the angry storm,  
Shy hopes, and works which never reached their  
goal,—*

*Somewhere I know they must find growing time,  
Develop till they reach their perfect form,  
Earth's broken dreams blend in some noble  
whole.*

FEDDEN TINDALL

## THE DALTON PLAN.

*A Record of a Year's Experience in an English School.*

BY H. P. WOLSTENCROFT.

Teachers just now are giving a great deal of attention to the "Dalton Laboratory Plan" of school organisation, which Miss Parkhurst has proclaimed such a success in certain American schools. They may be interested, therefore, to hear some account of how the plan has worked in practice at an English school for the last twelve months and the modifications that have accrued as a result of practical experience.

It was applied first of all to four middle forms, the children being roughly between the ages of twelve and fifteen. With regard to age, the year's experience has resulted in an extension towards the senior school and the cutting out of the bottom form. In Miss Parkhurst's school the plan is in force for all children above the age of eight, but the ordinary form system was found more satisfactory for children up to the age of twelve or even thirteen. From that age onwards the plan is adopted right up to the school certificate form, where next year it will also probably be adopted, since the pupils who will then move into the form will have had two years in which to make themselves thoroughly at home with the plan and its methods.

Another characteristic of the American form of the plan, which has not been adopted, is the abandoning of fixed periods. It was found better not to let the children wander from room to room as the mood of the moment dictated. Whilst choice is left with certain exceptions free, once a pupil has decided which subject-room he will go to, he must stay there for at least one period, though of course he may stay more if he likes. This involves therefore keeping an account not only of the work done by a pupil, but also of his attendances. That is to say, it was found advisable not only to stipulate a work minimum for each month, but also an attendance minimum for each subject. When the appropriate number of periods to be put in during a month at the different subjects was decided, care was taken that the sum total of no child's compulsory minimum attendances in all subjects for a month should be equal to the total number of periods available in a month. In this way, in every month, there are a number of periods unallotted to any particular subject, and these form one of the means by which the laboratory plan deals with individual needs.

Under the ordinary class system, the form is regarded as a whole rather than as a collection of individuals who vary considerably in capacity, in interests and in standard. Despite this, week after week, all go through exactly the same unvarying time-table, six periods mathematics, five periods English, three periods History, and so on, as if our object were to turn out a standard product by mass production methods. For this evil the laboratory plan provides the remedy by giving regular opportunity for every pupil to allot his time according to his own needs in every subject. Whilst he must devote a certain minimum of time, varying according to the importance of the subject, to all subjects to prevent undue neglect of any, yet he is able to give extra time to those subjects in which he is weak. A pupil may finish his month's assignment of work in

his favourite subject, woodwork, in the first fortnight of the month by using up all his woodwork periods within that time; but he is not allowed to use any of the unallotted periods for further work in woodwork until the other teachers have reported him as having completed their work. It was soon found that a pupil set himself to accomplish the work in the subjects he disliked in the minimum time because of the prospect which then accrued of being able to spend the extra unallotted periods on the subjects he liked. Moreover, he was unconsciously learning that valuable lesson for life, the constant necessity for facing and tackling the uncongenial. The plan is thus proving an excellent way of securing an all-round development whilst giving scope for a pupil's advance along the lines of natural aptitude.

It will be obvious from the above that there is need for the closest co-operation among the various members of the staff. In fact, a great advantage of the plan is that whilst making correlation so necessary it provides greater opportunity for making it more effective. It is possible to make it a reality when work is set in each subject for a month ahead instead of for the next lesson merely. It is advisable therefore to have a staff meeting regularly once a month for the purpose of discussing the proposed subject assignments for the following month, and a headmaster would find it valuable to exercise a supervision over all assignments. In this way there is less risk of some subjects suffering at the hands of that very common type of teacher who habitually gives his pupils more than can be done without encroaching on the time really belonging to other subjects.

The monthly assignments therefore are decided upon some little time before the beginning of the month, and besides posting up these little syllabuses, one for each group, in the subject room, it was found advantageous to give each child a copy for its own use. The sum total of these assignments for a month form for the pupil what is known in Miss Parkhurst's school as the "contract-job," and she emphasizes the idea of "contract" so much that each child signs a definite undertaking to do the "job." This feature we have not adopted, though in certain individual cases, where the will is weak, or where there is an innate tendency to indolence, it might be utilised to advantage.

With regard to the form of these subject assignments for most subjects the most satisfactory type was one consisting of a compulsory and an optional or extra part. The compulsory portion contained a statement of the work—reading, learning, exercises, essays, etc.—which was expected from the average portion of the class. The optional portion consisted of wider reading, further exercises, etc., connected with the work for the month and intended for the brighter pupils or those with the time and inclination to do a little more at that particular subject. To refer to what I have said before, however, no pupil is allowed to do the optional work in History, for example, by utilising his unallotted periods, until he has satisfied the other subject teachers in the compulsory minimum of those subjects.

In groups where there is an exceptionally great variation in ability it has been found a great benefit to have three assignments—an average one for the main part of the group, a more difficult one for the best pupils, and an easier one for the slow and dull pupils. A most effective yet easy way of accomplishing this is whilst giving all, for example in History, the same period to cover, to use different books and give different exercises. The best pupils will use more advanced, more detailed books than the others. Thus the whole group cover a certain syllabus in a year, and all attain a certain minimum standard of knowledge, and yet at the same time recognition has been made of differences of individual calibre. Each pupil works at the speed of which he is capable, and what he does he does thoroughly. The clever pupil is not held back, nor is the slow pupil hurried on from one new thing to another before he has grasped the last merely to satisfy that old fetish of "keeping the class together." Thus the plan does make possible in large schools the fulfilling of the familiar claim of "individual attention." The slow boy—and teachers know what a large proportion of their pupils come under that designation—is no longer sacrificed to the working of a pitiless unalterable machine which demands that the whole class shall cover a certain syllabus. That word "cover" means for many pupils in the class vagueness, and superficiality in knowledge and boredom, laziness and even wretchedness in mental outlook. The laboratory plan shows a realisation of the fact that it is not the average attainment of a class that counts but the sum total of individual attainments. The dull boy gets his chance: he can get the extra assistance he needs from the teacher in the individual periods without making himself conspicuous and without feeling that he is interrupting and holding back the progress of the class. He has no need to proceed to a new piece of work until he has thoroughly mastered the old, and yet he does not feel himself a burden to himself, his class-mates, and his teachers. Besides, he may only be slow in one or two subjects, and then, as has already been pointed out, he has the opportunity to spend more time on them.

Having dealt with that point rather fully, because experience has shown that it is one of the most successful features of the working of the plan, there are still one or two more small points in connection with the working of the assignments. In order to facilitate the working of the subject-progress-graphs on which a pupil marked himself up the appropriate number of squares as he accomplished each bit of work, in Miss Parkhurst's school each assignment was divided into as many equal parts as there were working days in the month. This was found so awkward in many subjects that this portion of the plan has not been adopted, especially as our time graphs provided a check on the children which Miss Parkhurst's system did not possess. While in certain subjects, therefore, like Mathematics, it was found advantageous to have a progress-graph, in most subjects there is simply a time chart or graph for each group, hung in the subject room, each pupil marking himself up a degree for every period he spends in the room. Each pupil therefore puts in his individual periods in a subject when he likes, and the chart is there for the teacher's use and as a guide to himself as to his attendances as the month goes by. It was, however, found

advantageous at the inception of the plan to map out the pupils' time to a certain extent until they had become used to controlling their own time. In some subjects still they are encouraged to divide out their time equally over the four weeks, although the definite time is not of course stipulated. Much the same thing may be said of monthly tests; they are particularly useful until the pupils have become accustomed to the scheme, but later in many subjects they can be made occasional, and oral substituted for written tests, especially with certain pupils.

With regard to oral lessons, as with the individual work periods, their number per subject in the month is stipulated and, unlike some American schools, it was found best to have them at definite times, regularly, and to definite groups of children. Thus there is a school time-table which consists of the times at which the oral group lessons take place; these times take precedence over individual time, and all children in a particular subject group must appear regularly at the appointed room for their lesson. The characteristics of the plan demand that these oral group lessons should be as few as possible and in most subjects one oral lesson per week was found to be very satisfactory. Spoon-feeding is thus impossible, and the oral lesson period in many subjects serves such purposes as those of introduction, stimulating and summarising by the teacher and debate and discussion by the class.

The form master has been found a valuable binding link in the scheme. The forms are maintained for social and routine purposes, and meet for a few minutes at the beginning of each day. The form master becomes a director of studies for his pupils, supervising, guiding, and helping each and acting as a unifying force.

The plan has the advantage of being applicable to any curriculum, and it has resulted in better work, greater progress, increased interest, fuller scope, and the growth of self-reliance and a feeling of responsibility among the pupils.

#### Art and Charity.

The Arts League of Service Travelling Theatre is fully justifying its title by the service it is doing the public in giving people all over the country an opportunity of becoming acquainted with the work of some of the best playwrights, musicians, and artistes of the day. At first only provincial towns and villages, besides schools and colleges, were included in its itinerary, but now the suburbs are clamouring for visits, on the plea that they are neglected. Many large charitable institutions are also availing themselves of the services of the A.L.S. by engaging this well-known company, with its portable theatre and beautiful costumes and properties, for a fee, thus saving themselves the expense and labour entailed in organising an amateur performance. Those who desire to get for their funds the maximum sum with the minimum outlay and trouble should write to the hon. sec., Arts League of Service, 1, Robert Street, London, W.C. 2.

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## THE MOST FORTUNATE FOLK IN ENGLAND.

BY D. N. DAGLISH.

It is a horrible boast ; but they have not yet realised their own good fortune, and society as a whole does not stop to consider their numbers or character, let alone recognising their proud claim. For they are "not many mighty, not many noble"—as yet ; time enough for them to grow into that. They seek to make no converts ; they belong to no trade union ; they run no paper. In all, they are but a very few thousands, and many hundreds of these will never have sight or speech of each other. They are not represented, as a body, at Westminster ; they are not out to nationalise any of the necessaries of life. They have never led any causes or conducted any troops, except on the games-field ; and not one of them has a vote.

They are the boys and girls who have for the first time entered a university within the last few weeks. It happens in most regions of England, and very plentifully in Scotland ; it even survives that suspension of most spiritual forces which we call the better government of Ireland. We are near the days of the school-girl's essay which declared that "education was rife" ; so, with a prayer for the forgiveness of snobbery, one seeks the watershed that feeds the valley of youth, and determines to concentrate on those of the fortunate who enter their fortune from Paddington or Liverpool Street. It is a pity to pass masterpieces by while we have them, and while the first shadowings of revolution are only genially alarming. When its reddest clouds burst, then it may be time to scoff at the older universities.

Very few of the fortunate have made a reasoned, independent choice in coming up ; it would be terribly depressing, however, if we bought all our blessings, and fatal to our growth, were we to choose our treats always. In these days of fact it is taking a brick out of the wall of a belief when one cannot "be ready to give an answer to any that asketh a reason of the hope that is in one," and it revives those who have discovered how many years after the undercurrent of that phase beats through them, to gather up and analyse in part their unexpected privileges. At any moment the aggrieved critic who classes Mr. Fisher with most poets as "an idler in the land" may challenge us for some vindication of this three or four years' life that is half picnic and half sacrament.

To begin with the "outward shows"—which, in these two autocratic, illogical towns, are so curiously wrought in, like magic casements, with the ordinary fabric of intellectual development that seems guaranteed, in itself, to know no change in Cardiff or Manchester. No young mind loves architecture for its science, but for its very loveliness.

The sloping shoulders of the dome,

The sharp spire's filmy traceries,

are for ever incorporated with the keen and glorious mental moments that welcomed their appearance through the soft mists. There is country in most parts of England ten times more beautiful than the immediate districts round Oxford and Cambridge, though the downs and fens have each an independent charm. Then why look back with "a wonder and a wild desire" to some muddy autumn lane or even to some suburban

railway bridge, just easily attainable on foot in an afternoon ? Because nothing in that life stands alone and aimlessly planted like an oasis in a desert of circumstances.

To look for disappointment is a miserable, unworthy task, but having conscientiously, for the sake of argument, omitted all appreciation of the fields where

. . . you may lie

Day long and watch the Cambridge sky,

And, flower-lulled in sleepy grass,

Hear the cool lapse of hours pass,

so allow a little deliberate depression ; a little scepticism about tutors and lecturers and the plural of syllabus. Let eyes be turned from the lofty and heroic ideal of teaching to its pedantic, dogmatic, eccentric perversions ; let due place be given to slanders which state that a more passionate accuracy flourishes in other and less atmospheric cities.

Having then stranded the fortunate pilgrims in a university as philosophic as Downing Street and as cheerful as *Gulliver*, it is time to make some guess at the immortal grace that preserves these imperfect places from decay. What is the secret that would keep the torch burning from year to year even in those sordid possibilities, and only enhances the flame with a setting when buildings and rivers, bridges and villages are lovely and pleasant ?

There are two secrets : the first is unity and the second individuality.

Nothing can teach unity that is formed in an age that refuses to see life as a whole ; and that is why fettered and obscurantist mediævalism has left to our disjointed days such an inheritance. When we glory in our merely scientific progress that can never leave us spiritually wise, it is best to look back to the days of Saint Francis and of Richard Rolle, when all man's activities were closed devoutly in the limits of one circle that looked narrower than it could be, since centre and circumference were God as known in terms of contemporary Christian experience. The fortunate folk discover that we have lost the symmetry entirely in enlarging the outline into a polygon. The whole secret of their growing up is solved on the day when they discover how many men and women live the world over and are human. That is the day, too, when they genuinely discover their religion ; mere theology may have brought them to the discovery, along with history and literature. But once all things are co-ordinated to a common purpose, the unity becomes a religion in the highest sense—a way of life ; since the discovery is made, and a score of unrealised channels of communication with the oversoul of beauty and wisdom are opened up, no earnest mind can slip back, wantonly, willingly, to the limitations which can turn a real piety to bigotry and a real intellect to materialism.

The student, unluckily existing, who seeks work—"shop"—as a means to an end of distinction, and distinction as a label in a market without soul, is a traitor to the creed that founded his college. His mental force is weakness, and not the weakness of waiting

submission which created the saying, "Into the Kingdom of Knowledge, as into the Kingdom of Heaven, one enters only as a little child."

The sure vision, however, does not see in unity a featureless uniformity. The other side of the marvellous university secret—"tell it when *you* go down"—the more easily discovered, flattering and fascinating side, is that of individual effort and achievement. From the first moment of grappling with work in a delightfully independent temper, new discoveries throng upon the individual. Revolutions and poems speak with new and dramatic voices, transformed into all the first freshness of their creation:

Here is eternal spring; for you  
The very stars of heaven are new.

Questions can no longer be referred to the standards—too often conventional or obsolete—of home and school. New standards have to be set up in each personality; decisions have to be arrived at in a solemnising loneliness, helped, it may be, by new and intense friendships which reveal, as nothing uninformed by love can, the power of the individual. During school-days, personal experience tended to lose itself—for it was only childish—among the corporate records of family and school and form; now the enfranchised mind is already storing the first collection of emotion to be "recollected in tranquillity." Only the personality thus developing can hope to be in a new social order a factor not only of strength (for that is possible to many) but of the pleasantness which is cruelly abused by over-work and anxiety in many true souls.

Three years at least must pass before they come out into the arena. How much of what is hideous and selfish can we have removed by then? What can we do to make the world "nobler for their sake" and for the sake of those who gave up part or all of that fortunate life? How can we ensure that no such summons ever shall call away others who wish to dedicate a few years to thinking, among love and laughter, on learning that is founded on "the three deadly enemies of empire, pity and charm of words and generosity of strength." For all learning that is built on gentle emotions and makes for unity cuts at the root of empire by aggression; and such empire sees the birth of war; and only in a future of peace can these few thousand fortunate be able to give us their best in the way of life, as was intended.

#### An Indispensable Reference Book.

We have received the twenty-fourth annual edition of Paton's "List of Schools and Tutors," which is published by Messrs. J. and J. Paton, the well-known educational agents of 143, Cannon Street, London, E.C.1, at the price of 5s.

The volume contains nearly a thousand pages, with some hundreds of excellent photographs of schools. It is well indexed and has a map supplement which enables one to find the situation of any school without difficulty.

On every page the book exhibits the work of experienced hands and the result of a close and intimate knowledge of educational conditions. To the parent seeking advice as to a school or tutor for his children, or to the teacher who is consulted as to the future education or career of a pupil, the volume is of the utmost value. Special mention should be made of the well-arranged information concerning scholarships and exhibitions at public schools, the conditions of entry and prospects of various professions, and the information which is provided as to schools on the Continent.

#### CHRONICLE OF EDUCATION.

- Aug. 15—Cardinal Bourne laid the foundation-stone of the Dominican Priory at Oxford on the 700th anniversary of the first coming of the Order to the City.
- Aug. 19—The Summer Meeting of the University Extension Movement, now fifty years old, ended at Oxford.
- Aug. 20—The second International (University) Fortnight opened in Brussels.
- Aug. 22—The Dunmow and District Educational Fellowship Summer School was opened at Easton Lodge, Essex, by Mr. H. G. Wells.
- Aug. 25—The Board of Education issued Circular 1229 to local education authorities giving examples of the methods of calculating the carry-over under the Burnham scales.
- Aug. 26, 27—Under the presidency of Mr. W. H. Jones the Annual Conference of the Faculty of Teachers in Commerce was held at the Town Hall, Wallasey. Mr. T. Samuel and Major-General Long were the chief speakers.
- Sept. 1, 2—An International Moral Education Conference was held at Geneva.
- Sept. 7—Sir T. Edward Thorpe delivered his presidential address to the British Association at Edinburgh.
- Sept. 12—The Education Section of the British Association was addressed by Sir Henry Hadow.
- Sept. 13—The honorary degree of Doctor of Laws was conferred upon several eminent scientists at Edinburgh. The Education Section held its final meeting. The chief speakers were Dr. E. H. Griffiths, Mr. James McLaren, Mr. D. M. Cowan, M.P., Dr. Alex. Morgan.
- Sept. 13—Miss Oldham, president of the Head Mistresses' Association, spoke at the Conference of the Library Association.
- Sept. 17—"The Old Vic" reopened its doors for the season with "Much Ado About Nothing."
- Sept. 19—The Education Department of the London County Council was transferred to the new County Hall, Westminster, from Victoria Embankment.
- Sept. 22, 23, 24—The National Federation of Class Teachers held the Annual Conference in the Municipal College, Portsmouth.

#### Some Appointments.

Mr. M. Hardie was appointed by the President of the Board of Education Keeper of the Victoria and Albert Museum.

Mr. David Hutchinson Macgregor, M.A., as Drummond Professor of Political Economy in the University of Oxford.

Mr. H. P. Philpot, B.Sc., A.M.Inst.C.E., as Professor of Civil and Mechanical Engineering at the Finsbury Technical College.

Mr. A. J. Hale, B.Sc., F.I.C., as Professor of Applied Chemistry.

Miss W. D. Phillips, as Headmistress of Nottingham High School.

Miss A. K. Lewis, as Headmistress of Brighton and Hove High School.

Mr. J. Burgon Bickersteth, M.C., as Warden of Hart House, Toronto University.

Mr. Alexander Gray, as Jaffray Professor of Economics at Aberdeen University.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### VI. Antipater of Sidon (fl. B.C. 110).

After Callimachus there is a long gap in the Anthology. The Greek world was passing through the process of subjugation by Rome, and during that painful experience lost all zest for poetry. But by the end of the second century B.C. the worst was over: the Romans turned their attention to their own countrymen's throats and the last stage of Alexandrianism begins. Antipater is the earliest of the Syrian poets, the first of those Eastern Greeks who were destined to exercise so profound an influence on the Roman world. Inheritor of the traditions of style invented by Philetas, Leonidas and Callimachus he passes on those traditions not only to his compatriots but to a greater audience in the West. There are some few scanty references to Italy in the earlier Alexandrians, but until after the end of the Second Punic War the great republic was to the Greeks little more than a name. It was during the second century that the world centre definitely shifted from Alexandria to Rome, and Antipater is one of the first Greek authors who spent in the new capital a considerable portion of his life. To the generation of Romans before Cicero he was a familiar figure, especially famous for his powers of improvisation in hexameter and lyric verse.

Like Polybius he seems to have been admitted as a friend to the inner circles of the Roman nobility, and it is probable that he did not leave Rome much before the year 100 B.C. His later years were passed in Tyre among the company of young poets who were then living in that pleasant city.

#### To Selencus.

They warned me, friend, the seers who read my star—  
 "Soon thou must die." But little do I care.  
 There is one road that leads us all to death,  
 By this way or by that we pass beneath.  
 If mine is short, the quicker shall I face  
 King Minos, sitting in his judgment place.  
 Come, let us drink, for men do truly say:  
 Wine is a horse to help us on the way.  
 The drinker takes the road with flowing rein;  
 The others foot it down a dusty lane.     A.P. ii. 23.

#### Spring Song.

Now swallows build beneath the eaves,  
 And shape anew their rounded home;  
 Now meadows smile with tender leaves,  
 And know that spring has come.

Now is the hour for ships to go,  
 And lightly o'er the billows leap;  
 While winter winds no longer blow  
 Or vex the ocean deep.

Come then, ye shipmen, hoist the sail,  
 And from its nest the anchor haul;  
 Coil the wet ropes and take the gale:  
 Lo I, Priapus, call.     A.P. x. 2.

#### To Epicles.

Autumn has come and from Bootes' zone  
 Arcturus' flame in heaven has brightly shone.  
 Now vines bethink them of the pruning hook,  
 And farmers to their winter thatching look.  
 But you nor cloak nor tunic warm possess,  
 And soon will blame the stars in chill distress.  
A.P. ii. 37.

#### To Hippe on her Wedding Day.

Brush back the ringlets from your brow,  
 Unbind the ribbon from your hair;  
 For none but maidens we allow  
 That virgin sign to wear.  
 Your childish toys are put away,  
 The hour of wedlock now has come,  
 And to the goddess must you pray.  
 For husband and for home.     A.P. vi. 276.

#### Old Fires.

To Pallas Bitto gave the comb  
 That music made within the loom,  
 And helped to win her scanty fare,  
 An offering to the goddess there.  
 "Farewell," she cried, "a widow I  
 Thy gifts, a queen, do here deny;  
 And now to Venus will I turn,  
 Whose fires still my bosom burn."  
 Though forty years have passed me by  
 My age still feels Love's mastery.  
A.P. vi. 47.

#### The Wife's Petition.

Who set me, Cypris, in this place,  
 A marble image of thy grace?  
 'Twas Cythera of Thynia's land  
 Who begs thee now with suppliant hand  
 That though a little gift she make,  
 Once more a great reward she take—  
 "Grant that betwixt my lord and me  
 One heart, one soul, shall ever be."  
A.P. vi. 209.

#### Love's Envoy.

A little bird within Love's nest,  
 Where she a babe did play,  
 On purple cushions sunk to rest  
 Our Antiodemis lay.  
 Her arms, those havens of delight,  
 Were soft as summer wave,  
 Like curdled milk so fragrant white,  
 Nor seemed they bones to have.  
 Her eyes close veiled by lashes long,  
 Allured with sleep's caress,  
 A halcyon with her Lysis song  
 Dear toy of Drunkenness.  
 But now to Rome she's taken flight,  
 And soon her tender charms  
 Will woo the Romans from the fight  
 And banish war's alarms.     A.P. ix. 567.

## THE NEW RICH IN EDUCATION.

The war has given us a new class—we speak of them as the New Rich. They are people who in a short space of time have massed unto themselves great material wealth, the abundance of which they advertise to the world by reckless spending.

To the man unaccustomed to wealth a sudden access of fortune means a readjustment of his mode of life—and he eagerly seeks to surround himself with what he feels are the right attributes of wealth, in the shape of expensive luxuries.

He seems anxious to let you see that he needn't and frequently doesn't care a damn when or how he spends. It is not the most beautiful but the most expensive which he must henceforth seek for; not even what he likes best, but what costs most. His great desire is to impress people with the magnitude of his riches. His vulgarity amuses us, and the comic papers are full of jokes at his expense.

But while we laugh at the vulgarity of the war-time millionaire, we do not always recognise his counterpart in other walks of life—the man who, though not perhaps so overwhelmed with material wealth, has suddenly come to a position of responsibility and power, either by accident of the times, or by the growth of a false democracy which judges of men, if not by their power to get rich quickly, at any rate by their power to acquire a reputation for smartness and ability, a reputation frequently gained by an unblushing self-assertion, which is in no way less vulgar than that which prompts the profiteer to parade his wealth in full dress uniform.

In all departments of public life, in the House of Commons, even in the Cabinet itself, in the County and Borough Councils, in all branches of the public service, this kind of man is to be found, and in ever-increasing numbers.

Often they are men of humble origin; but they don't mind that—many of them are rather proud of the fact—it enhances the greatness of their personal triumph. To them the great event in Life's Sporting Handicap is the Long Jump—and the humbler their beginnings the greater the glory in "getting there." I have heard men (generally the stalwarts of some religious sect) ascribe their material prosperity to their own efforts, aided by an all-wise Deity—but to me this seems somewhat unfair—to the Deity. No, I ungrudgingly give whatever credit there may be to the man: with much truth he may be called a "self-made" man.

Now it is a sad thing for a community or for any department of the public service when the guidance is handed over to men whose main qualification is that they have done well—for themselves.

A man who, all his life, has been concerned only with his own advancement is not the best man to entrust with affairs of State or with matters of public welfare.

Such a man sees himself as the sun round which lesser mortals revolve. He can think of things only as they affect him and his concerns—he cannot take the larger view. He is utterly self-centred; his narrow material success has blinded him to his wider failure. The flourish of trumpets and the beating of drums are the only music he cares for; he has no use for silence or solitude. "I tell you I'm worth a quarter of a million: I'll be worth half a million yet."

"I'm down for a baronetcy in the next honours list: I'll be in the House of Lords before I'm done."

"I've got a seat in the Cabinet: by gad, I'll be Prime Minister one day."

Have you not heard these and like sayings? I assure you they are to be heard frequently enough for those who have ears to hear. Sad to relate, such sayings are often applauded.

Let me recall to your mind a few lines from "David Copperfield."

"Egad, Doctor," returned Mr. Wickfield, "if Dr. Watts knew mankind, he might have written, with as much truth, 'Satan finds some mischief still for busy hands to do.' The busy people achieve their full share of mischief in the world, you may rely upon it. What have the people been about, who have been busiest in getting money, and in getting power, this century or two? No mischief?"

I do not wish to overstate the case, but I venture to suggest that far too many posts of responsibility and authority in the administration of popular education, both locally and nationally, are held by men who, like the new rich, may vulgarly be said to have "got on." They have succeeded, but only in a narrow sense. Because they have done well for themselves it does not unfortunately, follow that they have done or will do well for education. They are the men who, in the words of the Education Act, are "capable of profiting thereby."

"For those capable of profiting thereby"—an innocent looking phrase, and probably inserted in the Act with no sinister intent; but how popular the phrase is in the mouths of the opponents of progressive education for the people; and what a damnable phrase it really is when used in speaking of the education of children. It calls to mind the music-hall tout who picks up "juvenile talent" in the gutter and gives it a chance—and incidentally makes a comfortable living for himself. But unless some strong voice is raised in protest, this phrase is to be the foundation of our future educational policy.

If it is a good thing to teach children to regard life as a contest between man and man, if equality of opportunity means an equal chance in a lottery in which the prizes are few, if, in short, success in life is to be measured by the distance you can put between yourself and your fellows, then by all means let us have this system of push and thrust.

But surely education should act as an antidote to this kind of thing. It should be the enemy of all extremes, exaggerations, superlatives, and freaks. Education is friendly to evolution and orderly growth—it is antagonistic to revolution.

Is there not a danger of our educational system developing into a colossal machine for the manufacture of "Philistines"; men who are concerned not so much with the improvement of themselves as with the improvement, as we say, of their position? And, if so, is it not necessary that the guidance of education should be in the hands of persons distinguished by their disinterestedness, for, as Matthew Arnold says, "without disinterestedness truth and the highest culture are out of the question."



# SCHOOLCRAFT.

## NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

### NOTES ON THE LEAGUE OF NATIONS.

#### V.—The Position To-day.

##### (1) Recent Dates.—

1919 (April), Peace Conference at Versailles. Covenant of the League of Nations adopted.

1920 (Jan.), Paris. First Session of the Council of the League opened.

1920 (Nov.), Geneva. First meeting of the Assembly of the League.

(2) The Geneva Meeting. — Its significance. The "Parliament of Man," the dream of idealists for ages, made its first step to reality. Its success will mean a gain to civilisation beyond our measurement.

(3) Represented:—Forty-one nations: South Africa (represented by Lord Hugh Cecil), Argentine, Australia, Belgium, Bolivia, Brazil, Great Britain (Mr. Balfour, Mr. Fisher, Mr. Barnes), Canada, Chili, China, Columbia, Cuba, Denmark (with a woman delegate) . . . and so down the alphabet to Uruguay and Venezuela. The United States of America for the present stands apart. The "late enemy countries" and any other non-member States (Russia, Mexico), can only be admitted by a two-thirds majority of the Assembly of the League.

#### Some of the Work Done.

**The Saar Valley.** The League appointed a Commission of three (British, Belgian, Japanese) to mark out the frontier-line of the Saar region, working with the French and a German representative. The League governs the Saar for fifteen years.

**Danzig.** The League carried through the establishment of Danzig as a Free City.

**Prisoners.** The League appointed Dr. Nansen, the famous explorer, to act as its agent in restoring prisoners of war in Russia and other countries to their native lands.

**The Aaland Islands.** These islands of the Baltic are (1) parts of Finland historically, but (2) are almost entirely inhabited by Swedes. The League settle this contradiction (May, 1921) by giving the islanders the control of their own local government and education, and by arranging for a Governor to be chosen by Finland out of three proposed by the islanders. The islands are made part of Finland but control is mainly in the hands of the islanders themselves.

**Labour.** The League summoned an International Labour Conference at Washington, October, 1919. There were representatives from thirty-one nations (they unanimously agreed to invite also representatives from Germany and Austria). Many of the delegates were women. The conference is intended to advise upon methods of removing great differences of labour conditions in various countries, by building up international standards. This first conference agreed on certain recommendations to be sent to the Governments of the members, about hours of work, unemployment, welfare.

There was a second meeting at Genoa (June, 1920), when the chief subject considered was that of the conditions of life of sailors. (The permanent headquarters, as in the case of the League generally, are at Geneva.)

The general work of the League, as it gets into action, is now seen to consist really of four parts, which have been set out thus: (1) Judicial; (2) Political; (3) Economic; (4) Moral or Humanitarian (see "What the League of Nations has done and is doing," by I. Nitobe, published by Harrison and Sons, St. Martin's Lane, W.C. 2. 6d. net.)

(1) Judicial, covering all the work of a Court of Justice.

(2) Political, dealing with the marking out of boundaries (e.g., the Saar Valley), changes of government (Danzig), illegal traffic in arms.

(3) Economic, dealing with questions of Labour, of International finance, and of international transit (e.g., Danube).

(4) Moral or humanitarian. The struggle against the typhus plague in Central Europe, the opium traffic, the restoration of war prisoners.

#### 1820 and 1920.

Is the League another of Vienna? No. The Congress was aimed at supporting the "legitimate" claims of rulers; in preserving the *status quo* in suppressing by common action all revolutions, revolts, and even reformist movements.

### TEACHERS' REPORTS TO PARENTS.

By Mrs. S. A. Barnett, C.B.E.

The sense of justice that lives in the minds of most children should be jealously guarded. This is one reason why school reports should be full and accurate. A row of indefinite terms such as "Geography, good"; "History, fair"; "Arithmetic, improving"; neither impresses the pupil nor helps the parents. School reports to be useful should be based on tests taken at stated periods during the term, should be expressed in comparative figures, and should have as their object the teacher's explanation of the pupil's abilities, tendencies and tastes, and—it must be added—faults.

#### Do Parents want the Truth?

Thereby lies the crux. Do the fond mother and the proud father wish to learn the shortcomings of their offspring, or want the candid opinion of the teacher in the development of their child's individuality?

There is no general reply to these questions. Some parents would be genuinely helped to be told how their child impresses the teacher; others would fall back on the trite explanation of "Bobby or Mollie are not very easy children, and their teachers do not seem to understand them."

#### The Influence of Candid Reports.

Perhaps candid reports would be more welcomed by parents if they realised that to write them would have a far-reaching influence on the teachers' methods with the children and ensure a more careful study of their natures. This would mean not only an immense gain to each child, but a higher standard on the teachers' part of character observation, and in consequence a deeper co-operation between them, their scholars, and the parents.

#### Children Writing their own Reports.

One of the results of such co-operation would be the possibility of giving to the children more freedom in the selection of their studies, and opportunities of writing their own reports. This suggestion may raise a smile, but given the chance, I have such faith in children's sense of justice that I should not fear the result.

I remember Miss Davenport Hill telling of a young relation to whom his mother said:—

"I must punish you, or later God will do so."

To which remark the small boy replied:

"Well, He will whether you do or not, or I should not think much of Him."

If the children knew that their reports were fair; if the teachers realised that they illustrated powers of diagnosis; if the parents recognised that they were written to obtain their co-operation, school reports would cease to be strings of conventional platitudes, and become powerful incentives to character building.

### SHORT TIME LATIN COURSES IN SECONDARY SCHOOLS. By M. F. Moor.

Teachers of Latin have no doubt been spending part of their holiday leisure in studying the Report on "The Classics in Education"; the text for the following notes is to be found on p. 277 of that Report, recommendation xiii, 8: "That since a large proportion of pupils in Public and Secondary schools do not pursue the study of a classical language for a longer period than four years, terminating at about 16, the responsible authorities should devise for their benefit courses of study complete in themselves, though capable also of providing a solid foundation for more advanced classical studies. . . . pp. 168 *seq.*" Whatever "responsible authorities" may do, it seems highly important that teachers in schools of the type referred to in this part of the Report should clear their minds on the question of the aims and methods to be pursued in such courses. The time at their disposal is strictly limited—more so even than is indicated in the Report, since in very many of these schools the examination is taken at the end of three years of Latin. Moreover, the number of periods allowed weekly is generally below six—perhaps most commonly it is four.

The problem then is to secure in these three or four crowded years of school life a sound foundation and something worth having in itself. Teachers must decide what are the essentials to be aimed at and must leave unessentials to be added later if opportunity occurs; above all there must be no waste. It may make the problem clearer if we distinguish between certain elements included in the term "Latin" used vaguely to denote a subject in the school timetable. These elements are, briefly, "linguistic" and "cultural" (*i.e.*, literary, historical, artistic); there is also supposed to be associated with Latin something called "mental gymnastic," but this does not really belong peculiarly to Latin: it must in a more or less degree accompany all learning. In linguistic, however, or the study of language as such, there certainly is a logical element which can be made very useful in regard to the creation of habits of thought and mental attitudes in general; and it is true that Latin shows greater logical definiteness than other languages. It seems, however, a mistake, in arguing for the unique value of Latin, to insist, as some advocates do, on points which do not belong to Latin *qua* Latin, since the opponents of classics think that if they break down the argument on such a point they have defeated the case for classics. The Report rightly lays stress on the value of the Latin literature (*e.g.*, on p. 170) and does not suggest that the object in teaching Latin is to supply derivations of English words and to improve the writing of English. These things may come from learning Latin, but properly they belong to the learning of English, and when the time for Latin is so short they cannot be treated as primary aims in the Latin lessons. Linguistic, however, must be a "comparative" study and the result of it must be a better grasp of all languages, not only of the one treated in a particular lesson. And here it may be noted that unless some linguistic basis is given in English, delay is caused in learning other languages, whether ancient or modern.

Thus on the one hand we have the linguistic aim, involving of course the study of forms in accident and syntax, and on the other the cultural aim, the object in view being knowledge and appreciation of the life and literature of the ancient world. It is shown in the Report, and has often been suggested elsewhere, that teachers must concentrate on the essential—that is, the normal and constantly recurring—forms of grammar and syntax (Report, p. 172); and in this connection it may be worth while to raise the question of vocabulary. Not only should rarities of form be avoided (except in so far as some very

common words are irregular in form) but unessential words should not be introduced in books for beginners only because, *e.g.*, they are declined like *mensa*. There is good reason to believe that nothing is gained by confining beginners for the initial weeks (or even months) to the first declension and the first conjugation; it is far more profitable to introduce verbs of all conjugations at once (a tense at a time of course) and third declension nouns quite soon. The principle of declension and conjugation presents no difficulty and the habit of declining and conjugating according to the stem-vowel or other distinguishing mark is very soon acquired. Thus one is free to select the most useful and characteristic words. It then becomes important to decide what are the needs for a permanent vocabulary. Probably one is guided by the usage of such writers as *Cæsar*, *Livy*, *Vergil*. Many words will naturally be met with which will be allowed to drop out again, but this is a matter of individual inclination. The more "direct" the method, the larger will be the vocabulary, but many words may remain vague.

On the "cultural" side it is interesting to find that the Report discusses at some length the use of translations (introd., pp. 21-26 and pp. 159 ff). On page 173 the suggestion is made that when a Latin text is being taken with a class a good translation should be read aloud before the actual Latin is attacked; and on the next page a useful distinction is drawn between "critical analysis by translation and comment" and "appreciation of the work . . . as a fine piece of literature or an informing narrative." These two processes, it is urged, cannot be carried on simultaneously, but both are indispensable. For the second purpose good translations must be used—at any rate in the type of school under consideration, since time does not allow the whole of such a work as the "*Æneid*" or the "*Gallic War*" to be read in the original.

The conclusion to be drawn from these notes is that if all the advantages of a classical course cannot be secured, some at any rate must be. It should be fully realised that a Latin course which neither enables a pupil to read Latin nor gives him an insight into the life and history of the Romans is a mere sham and is not worth maintaining.

### HISTORY DISCUSSED AT GENEVA.

It made me laugh when I noticed the names of two boulevards in Geneva, one "B. des Philosophes" and the other "B. des Grands Philosophes"; and an old inhabitant told me there had once existed a "B. des Petits Philosophes." So it seems that unpleasant class distinctions have invaded the realms of pure wisdom. I do not know whether we men and women who assembled in conference (September 1st and 2nd) at La Maison des Petits—an annexe of the famous Institut J. J. Rousseau in the Avenue de Champel—were "Great" or "Little"; but I will humbly trust that, on the ground of our educational zeal, we might simply be termed "Philosophes." Certainly, among the thirty or forty of us, a few could undoubtedly pass muster, as, for example, the chairman of the conference, Dr. Edouard Claparede, author of "*La Psychologie de l'Enfant*"; M. Paul Bovet, author of "*L'Instinct Combative*"; Dr. Adolphe Ferriere, apostle of the new school (Bedales type) movement in Switzerland, and author of "*Le Loi du Progres*"; Mr. Charles Baudouin, author of "*Suggestion and Auto-suggestion*"; M. H. Reverdin, professor of philosophy at the Geneva University; and Mr. Gustav Spiller, author of "*The Mind of Man*" and "*Scientific Procedure*." Our general object was to lay plans for the third International Moral Education Congress, to be held in Geneva in July or August, 1922. We fulfilled this business by preparing a programme with two leading ideas for papers and debates—the International

Motive, and the Service Motive; and we deputed to a Dutch committee the task of watching every possible opening for the establishment of a Bureau of Moral Education (that is, a library and scientific research headquarters) at the Hague or elsewhere. Our most important session concentrated on the problem of the reform of history teaching. By such a "reform" we meant a liberal change of methods all over the civilised world, for educationists to-day are compelled to think in terms of the globe. Swiss, French, German (two German ladies were present, and both spoke), Dutch, American, British, and the rest, were all unanimous in declaring for a step forward in the direction of humaner, and indeed more truthful, modes of teaching. The nature of the discussion can perhaps be best judged by glancing at a memorandum which lay on the table before each delegate. It is given here, in its somewhat abrupt but usefully-concise form:—

History is one of the most important means of moral education, personal, civic, and pan-human.

A general view of world-history is an indispensable constituent of education.

This general view should be formulated on a plan common to all nationalities, with local modifications.

History teaching is essentially a description of the development of civilization. It should so bring into relief the elements of culture that the elements of mistrust and strife should be subordinated, but without explicit insistence on this subordination.\*

\* That is, without wearisome iteration of "peace principles."

Patriotism, considered as loyalty to the national civilization, would naturally prepare the way for the larger loyalty to human civilization.

Analysis of the civilization complex implies industry, art, literature, science, morality, civics, religion; these being the elements to which mistrust and strife are subordinated.

Methods by which the teaching-body may preserve living touch with social institutions and forces, namely, artists, philosophers, scientific thinkers, industrial organisers, travellers, statesmen; it being recognised that history-teaching is, in a sense, a critique of experience, and therefore to be kept free from pedantry.

Survey of text-books and varieties of apparatus, including dramatic and æsthetic aids.

Possibility of a world-book for youth, in which the leading communities would be portrayed in their best aspects of agents of civilization, each nationality being depicted by a non-member of that nationality; the whole to be edited on a uniform plan, and destined for many translations.

Study of William James's principle of "The Moral Equivalent for War" (that is, combat of evils menacing human life and development).

For hours, one bright September morning, forgetful of the glorious lake Leman, the blue Rhone, and the dazzling Alpine peaks, we brooded over these most extensive problems, and tried to devise approaches to the mind of the educational world. We felt the difficulties when we opened our debate; we felt them when we closed; but we closed in hope and faith.\*

FREDERICK J. GOULD.

\* I may be permitted a footnote to say that as hon. secretary to the International Executive Council, of which the chairman is Sir Frederick Pollock, Bart., and the vice-chairman Sir Francis Younghusband, I shall be glad to receive (at Armored, Woodfield Avenue, Ealing, London, W. 5) any communications relating to the 1922 Congress.

## A NOTABLE BOOK.

ENGLISH FOR THE ENGLISH—A CHAPTER ON NATIONAL EDUCATION: by George Sampson. (Cambridge University Press. 5s. net.)

Although, as the title suggests, the main purpose of Mr. Sampson's book is to emphasize the importance of the teaching of English in schools, the author has much to say and some strong criticism to offer about education in general and the elementary school in particular.

Mr. Sampson speaks from a long experience of elementary school teaching and with a deep knowledge of school life and of the needs of boys and girls.

In his preface he expresses the hope that his little book will find a few readers among the general public—we heartily echo that hope, substituting, however, "many" in place of "a few"—for Mr. Sampson's book deserves to be widely read, and teachers ought certainly to read it.

He has something to say about the failure of our present educational system, and he says it with force and vigour.

Perhaps it may be felt that the note of "high seriousness" (which Matthew Arnold talks about) is sometimes lacking in his style; yet the book is vastly entertaining and is full of sound common-sense truths about education, of which the general public is too frequently unaware.

Coming to the question of English, Mr. Sampson puts forward a strong plea for its being made the basis of all education up to the age of fourteen or fifteen years.

"I will begin," says he, "by stating two propositions, the first of which needs no discussion.

(1) That the elementary schools are by far the most important schools in the country, and (2) that English is by far the most important subject in the elementary schools.

Well, there is nothing vague or indefinite there, and for ourselves we are convinced of the soundness of both propositions, and are glad to have them so directly stated, for at the present time we feel they cannot be too strongly urged.

The plea is followed by a programme of English study for pupils up to the age of fourteen or fifteen years, and teachers will find this at once useful and suggestive. We are in such complete agreement with the ideas put forward in the book that we are unwilling to appear critical, but we think Mr. Sampson is least happy when he is speaking of the other subjects of the school curriculum.

We recognise that when he speaks disparagingly of arithmetic and Latin it is only because he wishes to strengthen the case for English.

But it is not English *v.* Arithmetic or even English *v.* foreign languages that is the theme of Mr. Sampson's book, it is rather, or so it seems to us, the paramount claim of English for its own sake. The claim of English does not rest on the futility of much of the work in arithmetic or in foreign languages.

It is impossible in a short notice to quote at length from the book itself, but we give the following brief quotations as examples of the many good things the author has to say:

"You cannot educate children above their station, for you are educating men and women, and in this world there is no higher station."

"Before educational progress is possible, the public must be taught the meaning of education."

"Teachers are no better than the rest in their view of education."

"An educational system that is not a failure will produce an educated population."

"A humane education is a possession in which rich and poor can be equal without disturbance to their material possessions."

But the reader is strongly recommended to go to the book itself, where he will assuredly find both entertainment and food for thought.

## Mathematics.

GÉOMÉTRIE ET ANALYSE DES INTÉGRALES DOUBLES. By A. Buhl, Professor in the Faculty of Science, Toulouse. pp. 66. Gauthier-Villars.

The author apologises in his preface for a rather pretentious title, and states that he is merely following out a few of its more immediate consequences, the identity  $\int \int dx dy = \int x dy$ .

As he goes on to remark, the reading of this chapter in analysis will provoke the student to deeper researches into the work of the great nineteenth century analysts.

**SUPPLEMENT.**

We print below authorised versions of certain papers which were read at the Conference of the Head Mistresses' Association.

**THE GROWTH OF SLANG.**

A Paper read by Miss Hiley, M.A. (Central Newcastle High School), at the Annual Conference of the Association of Headmistresses, 1921.

It is difficult to define "slang," but we might describe it as a short cut to expression. There are two main divisions, very different in character; there is the temporary kind, and the permanent.

The "temporary" is a short cut through a chance gap in the hedge and leads nowhere in particular, or a point of merely momentary interest. Under this heading may be classed:—(1) Those phrases which were originally homely, apt, and expressive metaphors. Perhaps most of these were born in America, and many in the trenches. Such phrases as "Nothing to write home about," "Missing the bus," which summon up a whole picture, and are models of compression, these spring from untutored wit—we might even call them specialised poetry, the poetry of the streets. I take off my hat to the inventor of such phrases. If they become stereotyped and meaningless, only the imitator is to blame; and is he more to blame than the imitator who constantly uses such expressions as "dim religious light," "to be or not to be," "in any shape or form"? The extreme example of this is shown in one of the characters of Miss Delafield's novel "The Pelicans."

(2) The misapplying and debasing of existing words, e.g. chronic, priceless, topping, bean and egg (in their technical sense). Such usage begins in affectation and ends in inanity. It is really stultifying, since language is the mould of thought.

In the second or permanent kind of slang the short cut becomes a well-worn path, and finally a right of way. In this case slang is simply language in the chrysalis stage. We must have new words to express new emotions, new names for new things, and it is better that they should be hatched naturally than in the incubator of artificial technical jargon. The nemesis of this artificiality soon comes—witness the replacing of "kinematograph" by "movies," a far better word, but psycho-analysis has not yet found a simpler equivalent. No one now quails at the word "mob," which was slang in the eighteenth century. If we want new words we must either use slang or invent them ourselves—which is slang at the fountain head. If we despise the makers of it, we are in the position of people who live on meat and look down on butchers. Undoubtedly words can be soiled by the users, and just as undoubtedly slang is a misfit for some people, like a child's hat on an old lady (or one might say some of the caricatures of Mr. Winston Churchill).

There are two tests for the permanent kind of slang: (1) there must be a gap, and (2) the expression must fill the gap adequately.

Sometimes there is no gap, and sometimes the slang word is inexpressive or in itself unsuitable; but if it is the first in the field it is likely to stay. Here we enter the realm of prophecy, which is notoriously unsafe. Undoubtedly words have a novitiate, but it is likely that such words as "stunt" and "gadget" will remain. I am inclined to think that I may have misjudged the

word "posh." The "p" is a contemptuous explosive, and the "sh" a contemptuous termination—compare pish, tosh, mush, squish (though who, since the war, dares to despise marmalade?) The whole word "posh" suggests the sound as of a dropped egg. But is it not meant to be derisive—to convey the idea of something out of place, of vulgar display—e.g., it might be applied to a man who comes into the trenches with a new uniform on, or with ivory-backed brushes? Is it not intended to be a suitable description of certain types of wedding present?

The question of slang is but part of a larger one. We want our language to be vivid, natural, unaffected, and precise. The creation of slang is the perpetual effort to achieve this, but the imitators are only showing their stupidity and conventionality. They are slaves of the "dashing" convention, but they might as well be this as slaves of the "refined" convention who prefer "mansion" for "house," "error" for "mistake," "preserve" for "jam," like the lady in "The War-Workers." The last, in fact, is the more annoying convention, and there is in it no suggestion of growth.

In so far as slang limits, distorts, and vulgarises a vocabulary it is dangerous. But in attacking slang we must take care lest in trying to root out the tares we root out the wheat also. There is a danger of too much precision, since we appear to the younger generation merely to be destitute of words, to lack the language necessary to express modern ideas. (I may appear to be in Balaam's position, but I hasten to say that I do not advocate the conscious adoption of racy language by head mistresses.) It is "up to us" to show that the King's English (or at least the Prince of Wales' English) is varied and virile, and that it is slang that is silly, imitative, and inadequate.

**The New Education Fellowship** has been formed as the result of an International Congress of Education held this summer. It is an effort to form an international link between all those who are in sympathy with the progressive movement in education and who wish to be kept in touch with the latest ideas and experiments in all the world.

Conditions of membership: (1) Subscription to *The New Era* (an international quarterly magazine devoted to the study of the new ways in education, 4s. 6d. per annum, post free). A French edition will shortly be published for foreign members. (2) A broad sympathy with the spirit expressed in the progressive thought and new experiments in the educational world of to-day.

Full particulars of the New Education Fellowship are published in the October issue of *The New Era*, price 1s. 2d., post free.

An International Congress of Education will be held by the Fellowship every two years. A report of the Congress held at Calais this summer, and dealing with "The Creative Faculty of the Child," can now be obtained. A post card will reserve a copy for you and you will be notified of the price later (not exceeding 5s.).

Offices of *The New Era* and of the New Education Fellowship, 11, Tavistock Square, London, W.C.1.

## THE FIRST SCHOOL EXAMINATION.

An important discussion was opened by *Miss Hewett, B.Sc., Walthamstow County High School for Girls*, on the question of the First School Examination and its bearing on the position of pupils who, although naturally intelligent and possessed of practical ability, were not able to satisfy rigid requirements of a stereotyped examination.

Miss Hewett said : Though I am introducing a theme which has long been familiar to our discussions, yet I bring it once again before a Conference without even the grace of an apology. My reasons are two-fold. First, the fundamental importance of the question of the First Examination and its influence upon the course of the work in our schools ; and, secondly, the strongly expressed desire of the Executive Committee that I should repeat to-day more or less exactly what I put forward at the March meeting of the Examinations Sub-committee.

For a moment let us look back at the years behind us. Some of us are old enough to remember what were the prevailing ideas in the minds of those who ruled our destinies in the years immediately following 1870, when the Elementary Education Act was placed upon the Statute Book. Education was then conceived as something to be entirely derived from books. The whole object of teaching was to make children absorb other people's ideas and, therefore, anything in the way of originality was sternly repressed. This fundamental conception underlay every type of lesson. For fifty years the teachers in both primary and secondary schools have repudiated that idea of education. We have resisted the attempt to turn the children out in masses, all made to a pattern ; we have claimed for them their liberty to have ideas of their own. We had flattered ourselves that the cause of freedom had made some progress, that the child's right to express its own thoughts rather than to reproduce the thoughts of others was beginning to be recognised. The bureaucratic mind, however, deprecates all deviation from type, for to the bureaucrat the type is easy in the handling. Classification, pigeon-holing, filing, production for reference—for all these official processes groups of similar contents are convenient. Isolated and differing individuals are embarrassing. And so even now we are faced anew with the old danger—that of being moulded to the one pattern, and the First Examination is to be the instrument of shaping. Nor is the danger less, but greater, because on the surface we appear to have freedom for variation in the work of individuals and even in that of whole classes. Our liberty is never in greater peril than when we nominally possess power which has no real existence. A closer scrutiny will show that despite the phrasing of regulations which appear to sanction differentiation, and even experiment, the operation of the First Examination will in itself produce a vast uniformity, a wholesale moulding from one pattern.

Note the effect of the modifications of the year 1917, when the Senior Local Examination was taken as the model for the First Examination. There were four turns of the screw :—

1. The age was lowered. Nevertheless the standard remained the same. This I have verified by a most careful comparison of the papers for the years 1914-1919.
2. French was practically made compulsory.
3. Mathematics or Science was made compulsory.
4. No pupil in the form might be exempt from examination save for reasons of health.

Thus in four directions the examination was stiffened.

So strongly was it borne in upon my mind that the First Examination was not fulfilling the true purpose for which it was created that I ventured to ask help in making a wide investigation. I have to thank the 240 head mistresses who, by their replies, enabled me to obtain a return which we can regard as fairly representative. The return included reference to many types of First Examinations—the London General, the Cambridge Senior, the Oxford Senior, and the Northern Universities' Examination. The result is very much the same in all cases, as will be seen from the figures I quote :—These figures are supplied by 240 schools, taking as First Examinations, London General (73), Cambridge Senior (59), Oxford Senior (47), Northern Universities (41), Oxford and Cambridge Joint Board (9), Welsh Board (8), and Durham (3) :—

In 1919, 5,632 girls over 16 left school.  
In 1920, 6,558 girls over 16 left school.

Of these :—

- |    |                                      |  |
|----|--------------------------------------|--|
| A. | 46 per cent. (2,581 girls) in 1919   | } had not taken an examination.        |
|    | 45 per cent. (2,934 girls) in 1920   |  |
| B. | 8 per cent. (450 girls) in 1919      | } had taken an examination and failed. |
|    | 11 per cent. (716 girls) in 1920     |  |
| C. | 20.5 per cent. (1,158 girls) in 1919 | } had gained a certificate under 17.   |
|    | 22 per cent. (1,450 girls) in 1920   |  |
| D. | 25.5 per cent. (1,443 girls) in 1919 | } had gained a certificate over 17.    |
|    | 22 per cent. (1,450 girls) in 1920   |  |

In 1920, schools taking the various examinations named had the following results under the headings given above :—

	London Gen.	Camb. Sen.	Oxford Sen.	North. U.	Welsh Bd.	O. & C. Jnt. Bd.
A. ....	51	43	38	39	34	65
B. ....	11	10	10	14.5	5	11
C. ....	18	24	23	27	27	15
D. ....	20	23	29	19.5	34	9

Is this a satisfying result ? The answer to this question depends entirely upon what the First Examination is intended to be. What is its true function ? The first circular issued by the Board of Education on the subject (Circular 849) gave a distinct indication that it was intended to be an examination which most girls who had been intelligently taught could take with fair ease and that, though failures might occur, they would be comparatively few. The work of the First Examination would thus be what we should expect, namely, to furnish a hall-mark of a satisfactory secondary education.

If, on the other hand, the First Examination is intended to be one which will be passed by only half the pupils who attend our secondary schools, I think we shall all agree that this unfits it for its function as an examination upon the results of which the Secondary School Certificate is to be awarded. There are many signs that the Board of Education does intend that all

our pupils shall take this examination with exemptions solely on the ground of health. In the report of the Departmental Committee on Scholarships and Free Places it is suggested that the awards to pupils at the age of eleven should fall on those likely to pass the First Examination at sixteen, but this demands an impossible measure of foresight.

There are two main types of ability between which it is easy to differentiate. The first is that of minds capable of abstract thought. Possibly this is the highest kind of ability, but it is by no means the only valuable kind. Those who possess it can do themselves justice on paper. The pen is their natural implement. The second type is that of minds which think through their fingers in practical, not symbolical, expression. Their instrument is rarely a pen. It may be a paint-brush, possibly the piano keys, or needle and cotton, or even homely flour and water. Brought into contact with practical matters, their intelligence works quickly. I remember a delightful girl who once said to me: "I am stupid in Euclid, but I am sure I can cut a blouse out of less material than those who teach me geometry." There is a danger lest girls possessing this valuable practical intelligence should be gradually squeezed out of our secondary schools to the injury of the girls themselves, of the schools, and of the community at large. It is of the most urgent importance that such pupils should not be looked on as necessarily belonging to a lower type of ability, and that they should neither be excluded from our schools nor be forced to work for an examination entirely unsuited to them.

A comparison of the results of the First Examination before and since the year 1917 would produce significant and valuable information. An investigation of the results of my school during the years 1914, 1915, and 1916 show that among the successful candidates were twenty-five girls who are now teaching in elementary schools, many with marked success. One is a specialist in Art, one in Music and Dancing, and another is doing extremely good work as Assistant Organiser of Physical Training. These girls, however, would not have satisfied the conditions instituted in 1917, or, if they had passed under those conditions, they would have been forced to omit much of the good work they did in subjects for which they were fitted, and to spend time and energy in trying to scrape through in one or more subjects in which they had no ability.

As head mistresses we desire a well-balanced and liberal curriculum in our schools. Not for one moment do we plead for a low standard of examination. We want to avoid the waste of energy and the injury to our girls which must follow any attempt to force all through exactly the same test. Head mistresses should not be driven to making any girl take a course which educationally is wrong for her. But important issues depend upon the School Certificate. It is now the entrance to all branches of the teaching profession, including infant teaching, and to many other departments of women's work, and soon it will probably be required for candidates for hospital training.

Thus the First Examination should be an examination capable of testing fitness in many directions. This it would be if a free choice of five subjects were allowed for a wide range.

*Miss Nodes, B.A., Municipal High School, Doncaster,* said that :—

The move of the Board of Education in 1917 (Circular 1002) to secure the better organisation of examinations in secondary schools was hailed by some of us with approval. Although relief had to be found from the necessity of preparing for different examinations in the same school, it was not at once evident that the desire of the Board for some sort of uniformity would make altogether for efficiency. The First Examination has now been standardised, and most of us have chosen our examination and have modelled the curriculum with due regard to the presentation for it of the girls of sixteen plus, and we are now asking ourselves how far that examination is helping or hampering our work.

Up to the age of twelve or thirteen we arrange our curriculum with a view to developing the child's individuality—finding out its capacities, building up the weaker parts of its natural endowment and preparing it to enter on the more formal and advanced studies of the "upper school." Main lines of development are observation, understanding of simple natural phenomena, interest in humanity, some appreciation of the relation of cause and effect, some power in reasoning and power of expression, the use of language, song and pictorial illustration as a vehicle of thought.

Between the ages of 14 and 16 the First Examination begins to loom ahead, and though the curriculum is now framed on more definite group lines, we still try to carry on the idea of development according to the individuality of the child.

But a change of method now becomes inevitable. One form of expression only is suitable in the First Examination—that of the written word. Statistics collected by Miss Hewett do not point to the fact that the First Examination is a conspicuous success, or that all girls can pass it at 16 without difficulty, as a general rule: and now that all pupils of a form must be presented it behoves us to consider whether we are not aiming at success in examinations for one half of our girls at the expense of the other half. I was glad to hear that "special cases" were looked upon with approval by the Board, and to learn from my own Inspector that the Board was prepared to sanction exemption from the First Examination without too stringent enquiry, but the fact remains that normally we are expected to present for this test the majority of our girls who reach the age of sixteen plus.

I must confess that the figures collected were not surprising. The failure of so large a proportion of candidates means widespread disappointment. Since we are now requiring that the parents of all entrants to secondary schools shall sign an agreement to keep the girls at school until the age of sixteen, it seems likely that there will be an increasing number of girls in that part of the school where the First Examination is normally taken, and that being so, it surely behoves us to see that some test is available suitable for girls other than those going on to Universities, Elementary Training Colleges, or even Advanced Courses. I know that many of the examining bodies, notably the Northern Universities Joint Board, have made great efforts to meet the wishes of the teachers with regard to the examinations. Alternative syllabuses are offered—special syllabuses



may be submitted, though this naturally involves expense to the school, and in these days of financial difficulty has to be avoided when possible.

But still many girls are handicapped by the group system—the necessity, for instance, of passing in a language before the certificate can be attained. If English could form a part of Group II, or if five subjects could be chosen from any of the four groups, English being compulsory, some chance would be given to those girls who express themselves more naturally on the practical or artistic side than on the literary and linguistic side. Such an arrangement of subjects would simplify many difficulties connected with the girl who enters school late, having done no French, Science, or Mathematics.

The adoption of the examination system in our schools perhaps made for efficiency, but now that this has been secured by inspection of the Board and regulations as to curriculum, cannot some test be devised suitable for different types of girls?—one which can be taken in her stride by the practical but inarticulate girl, or by the artistic girl as well as by her sister who finds her intellectual needs satisfied by the working out of scientific problems or the correct manipulation of grammatical intricacies.

At fifteen or sixteen a girl who is looking forward to devoting her life to music or art is already spending a good deal of time on the subject, and if these could be included as one part of her leaving examination she would have an additional interest in getting her general subjects up to standard. Whereas now she too often feels that much of her examination work is a side-issue to be got through as quickly as possible and forgotten with all speed as soon as she is free to devote herself to the main interest of her life.

The more girls we have taking the First Examination—and it seems likely to become the hall-mark of a secondary school education—the more elastic must be the test, so that the necessity of passing in certain subjects shall not be a stumbling block to girls who are quite as capable in other directions as those who can pass without difficulty in Groups I, II, and III.

I have spoken chiefly of difficulties as regards the girls. I also find a difficulty in regard to assistant mistresses. Each is unwilling to have failures in her own subject. Hence girls are worked very hard in their weak subject.

I know some head mistresses feel the danger of allowing a "soft option," but surely this is an alternative preferable to absolute failure and, since many of us have adopted the school record, it is usually possible to get an accurate knowledge of the standard reached by any particular girl.

There is a danger of allowing the examination to play too large a part in the arrangement of the curriculum, and of letting some of our girls pass out of the schools with the feeling that they have been forced into someone else's stride instead of following their own. They leave us with a sense of injustice, feeling that in their own subjects they could have done well, but that because these did not happen to be school subjects they must go out without certificates in their hands and with disappointment in their hearts.

## THE DULL GIRL.

In opening the discussion on "The Dull Girl," Miss A. Silcox, B.Sc., *Thoresby High School*, said that the problem of the dull girl had occupied the attention of the Education Sub-Committee of the Association for some time past. Mr. Cyril Burt, the Psychologist of the London County Council, very kindly gave the committee help in looking through the results of an intelligence test done by over 800 pupils from schools connected with the members of the sub-committee. As a result Mr. Burt thought that about 20 per cent. of the pupils concerned were sufficiently backward to require special methods of treatment.

Then the committee had been led to consider whether this backward 20 per cent. should be taught separately from their fellows, or be permitted to work in the same forms. Some members of the committee held that differentiation was not desirable, but, of these, some again were of opinion that separation might be allowed for such subjects as French and Mathematics. Of those who believed in separation some held that the best plan was to maintain separation for two or three years, with joint work afterwards, while others held that separation throughout the whole school career was best. It was recognised that separation involves certain difficulties in connection with discipline and with the possible loss of the influence of bright girls, while it was felt to be undesirable that dull girls should be labelled as such and possibly discouraged in their efforts towards improvement.

Miss Silcox held that the advantages of the plan of separation for two or three years were that girls could thus work at a slower pace, and that, instead of being taught by a number of specialists in turn, they might work together in one class under the same teacher, who would thus be able to adjust her methods to the needs of individuals.

Among the causes of dullness Miss Silcox mentioned the following:—

1. Retarded physical development.
2. Over physical development, with slow mental development.
3. Emotional causes and lack of self-control.
4. Lack of power of concentration.
5. Lack of self-confidence.
6. Unreasoning dislike of lessons, caused perhaps by some mistakes in treatment at the start.

The remedies indicated were more physical work and remedial gymnastics, with such exercises as eurhythmics for the training in concentration, and greater care in the setting of homework, which should not be too exacting, since it was desirable that the pupils should have time for attention to their hobbies, handwork, etc. In subjects such as English, Geography, and History, special methods might be introduced involving dramatic work, out-of-door studies and handwork. It was not desirable, in her opinion, to alter the curriculum. The better plan was to alter the method of dealing with it, especially as many cases of apparent dullness were really cases of late development, requiring only slow and patient treatment to bring the pupils into line with their fellows. The unhurried teaching fostered self-confidence and gave time for an all-round development.



An interesting experiment on the lines of an entirely differentiated curriculum was being carried out at the Manchester High School for Girls. The whole question could be solved only by the help of skilled psychologists and by extended experiments.

Miss Heron, *Wyggeston Grammar School for Girls, Leicester*, dealt with the general attitude towards the dull girl in the past, the present, and the future. In the past, dull children were considered irksome and left behind; or they were put together in droves and allowed to slip, slide, and scramble along in a state of hopelessness. At the present time the attention of many heads of schools was being turned steadily upon them. At last they were coming into their kingdom, and there was every hope that something was really to be done for them. As regards the future, she was extremely apprehensive that, as a result of the free secondary education which seemed to be looming ahead, schools would be filled with sharp, but often superficial children of scholarship standard, many of whom would prove most disappointing in the long run. Dull girls would never have the ability to pass competitive entrance tests, and this fact would be prejudicial to the natural and gradual development of the bright girls also, because the pace would be unduly accelerated by feverish competition, and overstrain would press upon them, detrimental alike to their mental and physical well-being.

Miss Heron proceeded to define a dull girl. She was non-bookish, of slow penetration, but often interested in matters which did not count for much in school. Someone had called her the "dulled girl"—*i.e.*, dulled by education! Miss Heron, for her part, was optimistic about dull children, and held that they were merely those whose talents had not yet been discovered. It was often found that girls dull at school developed great powers of organisation in later life and became good housekeepers and skilful nurses. Examples were quoted of girls with bad memories at school who were often successful in a practical business career. Whilst at school such girls were generally found to excel in public spirit and energy. Two other points were mentioned:—That the dull child was often the product of an uncultured home, where there were no books and no intelligent conversation; and that from the experience of school doctors it had been found that spinal curvature and dullness were connected in a remarkable number of instances. The remedies suggested were:—

1. Reduce study so as to leave the brain enough energy to help the spine to become straight.
2. Find out the dull child's talent and cultivate it.
3. Give her the best and most sympathetic of teachers.
4. Put dull children into small classes, together with bright companions.
5. Never let a girl know that you think her dull.

Miss Mickleburgh, *Oswestry High School*, continuing the discussion, said:—

In eldest time, ere mortals writ or read,  
Ere Pallas issu'd from the Thund'rer's head,  
Dulness o'er all possessed her ancient right,  
Daughter of Chaos and eternal Night:  
Fate in their dotage this fair idiot gave,  
Gross as her sire, and as her mother grave,  
Laborious, heavy, busy, bold, and blind,

She rul'd in native anarchy, the mind.  
Still her old empire to restore she tries,  
For, born a goddess, Dulness never dies.

The poet expresses well what we mean by dullness—not mere stupidity, but, as Bentley puts it in his note on this passage, slowness of apprehension, shortness of sight, an imperfect sense of things, an anarchy or confused state of mind. It is the empire of this goddess that we are determined to attack.

I intend to confine myself to those phases of dullness which obtain in rural schools, and perhaps the heads of schools in small country towns may care to compare my experience with their own.

I have no Preparatory Department, and those fee-payers who enter at 10 come because their parents believe them to be especially bright, and very often they are. The free-placers who come at 10 and 11 are certainly far brighter than those of 12. So my slow or backward girls enter in a crowd between the ages of 12 and 14. As they cannot work in forms side by side with brighter girls who have already spent two complete years in the school, I place them all together, and I spend the first year in trying to find out which are *dull* and which are *dulled*. For I believe a large proportion of these girls have been made dull by their previous education, or, rather, by the unsatisfactory conditions which prevail in many rural elementary schools. I will quote a few lines from a Government Inspector's report on such a school:—

"The premises are unsatisfactory. There are 75 children in the school, all crowded together in one room, without a partition of any kind between the various classes. These are usually in charge of three teachers, whose voices are often heard simultaneously, while the scholars have to shout before they can make themselves heard by their respective teachers."

Under these conditions the most gallant and able teacher finds it impossible to educate the girls and in practice the Local Authorities are experiencing difficulty in obtaining the services of efficient teachers willing to work with these handicaps.

Another cause of dullness is the physical strain which attendance at school involves. Some girls cycle many miles to and from school; others leave home at 7-30 a.m. and return by the one and only train at nightfall; some are chilled through by waiting at a junction; others suffer acutely from fear, for their daily life is full of fears—fear of tramps who follow them, of miners who frighten them, of cows which chase them, and, above all, of darkness which may overtake them. This daily strain is for the children of the poor an inevitable part of country life.

How can one attack this dullness of spirit? The first thing is to try to rouse in them a sense of the physical enjoyment in movement which is natural to healthy young things, and which many of them seem to have lost. During September in each year, instead of organised games, at which new girls would be at a disadvantage compared with those already in the school, we have relay races round the school and jumping matches on the grass, and they learn to run up and down stairs, so that while the goddess Dulness is "heavy and grave" the girls come running up into class visibly brightened.

At one time I engaged one of Miss Mary Neal's girls for one week in each year to teach Morris and Folk Dancing. Thus in the third week in September the school used to dance all day on the grass, and the staff had private lessons at night. This especial teacher has not been necessary of late years, as a number of the girls and some of the staff know many of these dances, and the girls teach one another. They dance in the hall whenever it is wet in their games time, and at mid-day when there is no tennis. I find the first things my dull girls wish to learn are games and dancing. Some of them are able to get into the teams, and thus make themselves felt in the school even while they are still in very low forms.

Most of the new girls are almost devoid of the power of expressing themselves connectedly in words. To develop the power of speech, we have removed all restrictions on talking in passages or cloakrooms, or in form rooms after lessons. The result is a great deal of noise, so much so that I have constantly to remind myself that I really believe that this is the best way to break up the hard crust formed over their young spirits by repressive education and chilling apprehensions.

To train the power of fluent and connected speech, I make great use of a lantern. The room is not dark, only dim, and we have a weekly lecture given by each form in turn. The girls follow each other on to the platform without pause, and each gives a connected explanation of three or four slides and the events illustrated. "Alice in Wonderland," "Pilgrim's Progress," and the "Christmas Carol" have been given this year by the Lower School, and "The Tale of Two Cities," "The Spanish Armada," "A Midsummer Night's Dream," and "Idylls of the King" by the Middle School. The fact that the girls know only the title of their slide beforehand, and have to take their descriptions from books and adapt them to the slides when they arrive, makes it an exercise in both prepared and impromptu speech. This year one of the Third Forms gave "Cinderella" in French. It was their own idea. The bright ones told the tale quite dramatically, and the teacher had arranged that the duller ones should at intervals explain the slides by the help of the useful word "*voilà*." Another use of the slides is that they provide a picture big enough to allow 25 or 30 girls to stand around it and so master the detail. I have found this a searching test.

Of course I use oral composition and the acting of historical scenes and plays prepared by the girls themselves, but this is terribly heavy work with the dull girls. They cannot invent their own speeches or remember what they should do next. I suggest to other teachers who suffer from the same dead weight that to read aloud in parts a story not written in dialogue is a good beginning for this kind of work. The girls must then pick out their own speeches and fit them in. The Old Testament stories are very well suited for this work; for instance, the story of Joseph is excellent, owing to its stirring speeches and many characters.

This brings me to the question of reading. Quiller Couch says that the master key, admitting to all, or almost all, palaces of knowledge, is the ability to read, and that reading includes the capacity for silent reading. He goes on to ask whether one child in ten in an

elementary school reads thus. Certainly an increasing number of girls of 12, 13, and 14 who enter my school cannot read aloud from quite easy text books. The Inspector says they ought not to be considered, as they are not fit for a Secondary School. I agree that they are not fit for secondary education, but ignorance in itself does not seem a good reason for excluding children from their only chance of better education. I have them taught to read and find that, at so late an age, it is very hard work. I let them read what they like, and when they do not like a book I let them leave it. When they do like it, I have parts of it read aloud to them by a good reader. I give much time to Bible reading. Twice in the term each form chooses the portion of Scripture to be read at prayers, and selects the girl who shall read it. The candidates are many and eager. They constantly come to my room in little sets to read to me, and the desire to read for their form seems to make them struggle with faults in accent and phrasing.

Some girls seem incapable of learning arithmetic, and I think that they must be taught in a set by themselves or they paralyse the whole class. I do not teach arithmetic myself but, when I know a girl is the despair of her teacher, I take her to *help me* in doing house-keeping arithmetic. She has to make calculations for school parties, such as the quantity of lemonade, allowing a tumblerful a head; the quantity of lemons and sugar, at so many to the quart, and their cost, etc. The forms frequently have informal teas at school, those staying paying 3d. each, and often a dull form has to be responsible for the whole tea—catering and preparing the tea for 50 or 60 girls without advice.

They learn a great deal by their mistakes in the calculations, which are freely commented upon by the guests. This practical arithmetic appeals to all, for even the dullest ones can see that it is necessary to know whether to multiply or divide the money, and to do it correctly.

I frequently have a girl who is very dull in moral questions, and even more who seem incapable at first of understanding the various school taboos. The difficulty of dealing with these girls is much increased by the self-government of the school by means of the School Council. The form is indignant with the girl who brings them into discredit, and the School Council is very hard on her. I try to make them see how limited is her vision, but all they think is that she is "wrong in the head." I have not yet worked out this problem to my satisfaction.

The most disheartening part of this attack on dullness is that, just as we feel we have scored a victory, the girls leave school. Then one of two things happens. Either the girl loses much of what she has gained, or she suffers keenly from the sense of what she has lost:—the interesting life of school, the companionship in work, the daily intercourse with cultivated women. Thus we have really made her solitary life more tedious. Just at this point the Girl Guides can be very useful. I mention this because I want to emphasize that if we are to have a real and lasting success in brightening the dull minds of rural England we must not confine our efforts to the very short time the girls are in our schools. We must try to prevent them from slipping back when they leave school. Above all, we must attack the causes of dullness, as well as the results.

## ART.

**The Appreciation of Painting :**

By Percy Moore Turner. (London : Selwyn and Blount, 21, York Buildings, Adelphi. With 12 illustrations, 15s. net.)

Mr. Percy Turner is indisputably right when he says, in justification of his handsome and comprehensive book, that the needs of the would-be student and appreciator of art are primarily two in number. Emotional capacity must in the first place be developed and trained, while for its training is essential a knowledge of the best means of approach to the complex immensity of world painting. To definition and to the means of development of individual emotional capacity the author devotes his first two chapters. He treats briefly of quality of art, of the relation between a picture's essence and its pictorial subject, of the connection (or lack of it) between art and morality. These are age-long problems, and Mr. Turner is perhaps guilty of rushing in where more philosophic angels have not walked or, at most, walked delicately. But the summary and arguable nature of his aesthetics does not materially detract from the value of his book as a guide to picture-seeing and as a key to the riddle of art-history. It is as an historian, a. an indicator of the means of approach to the various ages and schools of painting, that Mr. Turner excels. He sets himself a hard task—the unravelling in one hundred and fifty pages of the intricate mesh of influences, chronological, national, and international, that go to make up the web of European art from the Byzantine decadence in Italy to the generation of Cezanne. For this task he is in one way exceptionally equipped. No visitor to the Independent Gallery in Grafton Street can have doubted that the brilliantly selected exhibitions of modern painting there held during the last two years were the work of a man whose judgment was based on a real knowledge of the past as well as of the present. Mr. Percy Turner is that man, and his book, like the exhibitions in his gallery, is convincing proof that for every new manifestation of art, for every renewal of vision in the artist, there is foundation and genealogy. This extensive knowledge and clear sense of the relative values of the art of different lands and epochs is, unfortunately for Mr. Turner's book, coupled with a prose-style that lags behind its companion-thought and often confuses where it might elucidate. Extreme compression is bound, in treating of a subject so large as that covered by this book, to be the author's main end and difficulty, but all the more in such circumstances is it essential that the sequence of argument be certain and definite.

And yet here and there are remarks that have the happiness of perception well matched with literary capacity: "Renoir's objects look as if blown upon the canvas rather than painted." And again: "The Cubists admitted that the colour of one object affected all others in its vicinity" (in this accepting the main tenet of impressionism); "they urged, however, that form, which itself depends upon light for its revelation, was similarly affected." It would be hard to express more neatly the effortless clarity of Renoir's best work, or to help more effectively the unaccustomed eye to an understanding of the seeming distortion of many modern pictures.

For the content of Mr. Turner's book readers must go to the volume itself. Further compression is impossible, even were space available for the attempt. Merited justice is done to many painters at present out of fashion; why the orientalism of the Post Impressionists is so different from that of Manet and Whistler is acutely explained. "The Appreciation of Painting" is a book to have always at hand. Its stylistic weakness spoils it for a single reading, but as a companion on a foreign tour and as a work of frequent reference it will be found both informing and enlightening.

MICHAEL SADLEIR.

## MUSIC.

**At Queen's Hall.**

"A solid achievement" is a phrase dear to most English critics.

"'Tis Religion can supply  
Solid comfort when we die"

was obviously the sole inspiration of an English temperament.

To the Englishman a work of Art is not so much a thing to experience as something to have. It is this attitude that causes him to reject everything that comes to him without authority and cling with bulldog tenacity to that which is hall-marked; it is this which accounts for the peculiar popularity of Gilbert and Sullivan's operas, whose coarse librettos and tinkly tunes disgust the connoisseur; but we know, we English know, that Gilbert was a Judge and Sullivan a Knight, with a large memorial to boot; finally, I suspect it is this which accounts for the Promenade Concerts at Queen's Hall.

Let me hasten to add that I have the greatest admiration for Sir Henry Wood. He is a man of solid achievements, as the most cursory glance at any of his own orchestral scores will reveal, but he is more besides. No regular frequenter of his concerts, where for more years than I can remember he has provided our staple supply of classic music, can fail to be impressed by his unquenchable energy, determination and resource. There are few classics of note which he has not marshalled and hurled at us from under his baton. At Agincourt the Chief Constable of England rode into battle, a broad bearded figure, tossing up his baton and catching it—Sir Henry keeps his in his hand; but he often reminds me of that heroic figure. As regularly as August comes round there you will see him, riding the orchestral storm, imperturbable, masterful, gauging the possibilities of his orchestra and the impossibilities of his audience to a nicety, always the same, outwardly at least—though I like to think of his having a change of heart, as, for instance, gay on popular nights, passionate on Wagner nights, condescending on some nights, dignified on Beethoven nights, and happy on Tchaikowsky nights.

Sir Henry is thoroughly English: English in his alert energy, English in his stability, English in his appearance, like some old English Baron from Runnymede, and English in his programmes, in which we get value for money, and lastly, English in his audiences, which is perhaps inevitable.

These do not change from year to year. Friday night, when the concerts lasting for ten weeks, one-tenth of the complete works of Beethoven is played, is perhaps the most interesting night to the curious observer, and the promenade is the best gauge of London's musical average—those patient standing sufferers with their occasional attempts to put their books and coats or their weary selves on the floor, in all of which attempts they are frustrated by the attendants as the law directs. There you will see year after year the same grim pipe-smoking clerks, the same untidy women, the same pests who thump out the simpler rhythms with their sticks, the same curious pairs, holding between them the piano duet score of some symphony that is playing, prodding each other now and again in delighted appreciation of the fact that they have recognised some bar on the printed page as being the visible counterpart of some bar just played by the orchestra.

All this provides food for the thoughtful.

Let those who are sick of French painting, sick of Russian ballet, sick of American comedies, and sick of Spanish dancers, go to Queen's Hall, where they may join in a function the most English in London, in which nothing—save of course the bulk of the musical material—comes from abroad.

RUPERT LEE.

## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

**"Economy" and Education.**

Until quite recently the stunt press and the "anti-waste" party have made no general and systematic attack on education expenditure. Hints have been given very frequently. These have taken the form of giving undue prominence to education estimates, publishing the foolish remarks of magistrates on the "inefficiency" of present day education, etc. The general attack is now coming. There is no doubt of it. The Executive of the Union are preparing to resist it. They are organising a general campaign to inform and educate the public on the real meaning of the attack. The campaign is to be purely educational. The Executive feel very keenly the necessity of maintaining the present standard *at the very least*. They believe even this to be in danger and are determined to do everything in their power to safeguard it. A recent article in the *Morning Post* puts the policy of the anti-education party in a nutshell. It is this: If you educate *all*, the fortunate *few* will suffer. Dean Inge was the pioneer of the party. He publicly expressed the opinion that the higher education of the poor man's child would "Take the bread out of *our* children's mouths." It is this policy which the Union will fight, and I am glad to note the more liberal-minded of the Press will help in the fight.

**The Dual System.**

The movement to abolish the "dual system" is developing very strongly in Wales. The Bishop of St. Davids is taking a very active part in the work. I believe the Joint Committee of Churchmen and Nonconformists are working very amicably together, and there appears to be a prospect of an agreement being reached. The N.U.T. are holding a "watching brief." I think it probable that should the Joint Committee agree on a scheme they will submit it to the Executive of the N.U.T. before launching it. The abolition of the dual system is so wrapped up with the religious freedom of the teacher that should the freedom be endangered the Union would be solid in its opposition. The "Right of Entry" is another rock on which a scheme might come to grief. I am rather doubtful of the value to teachers of any scheme resulting from a conference of divines only. To abolish dual control would be a great step forward it is true, but that step must be taken by the teachers as well as by the clergy.

**Salaries.**

The N.U.T. is not likely to enjoy the full benefits of the "period of peace" so far as work in connection with the salaries question is concerned. With the increasing "tightness" of the financial position in the country there is an increasing disinclination on the part of certain local authorities to adopt the allocated scales. Carmarthen refuses to adopt Scale III, Southampton has not moved from the P.M.S. Canterbury will not fall into line with the rest of Kent as a Scale III authority, etc., etc., South Wales is working on a "day to day" agreement with teachers in several districts pending the final decision of the Board on the question of paying grant in respect of existing scales. In Barry the men are urging the authority to favour *them* at the expense of the women. In Norfolk the authority, strange to say, are anxious that the Board should allow them to pay on Scale II instead of Scale I. Altogether there is much unrest and the Union's hands are full. Even in London the position is uncertain. It is a pity, at a time like this, that the Board of Education have been compelled to issue so many circulars. These circulars have undermined the authority of the Burnham Committee. The next few months will decide whether the standard scales are to meet with the same success as the P.M.S. If not I am afraid there will be trouble in many areas. October, 1922, sees the end of the period of peace under the Provisional Minimum Scale, and then—?

Mr. C. W. Crook is not seeking re-election on the next Executive. He is retiring from active Union work at Easter next.

The Evening Institutes, L.C.C., re-opened on 19th September. There are 201 of these Institutes, and the classes provided are numerous and various.

The Reference Committees of the Burnham Committee are exploring the possibility of working as one Committee. This seems altogether out of the question. The work facing the Primary School Committee is enormously on the increase, and will continue to grow.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

**Leeds University** has issued its annual report, the sixteenth, for 1919-20. It was in 1904 that it received its Charter of Incorporation. Its origin goes back ninety years to the founding of Leeds School of Medicine in 1831. The Yorkshire College of Science was founded in 1874, and three years later a Faculty of Arts was added. The College and the School were united in 1884 and became one of the constituents of Victoria University in 1887. Increased Treasury grant plus municipal and voluntary help will prevent any deficit in the coming year. Still, like all the Universities, ancient and modern, Leeds wants more money. To increase its buildings and its endowments it needs another million, and towards it £118,000 has been received in gifts. In May, 1921, the fees paid covered about one-third of the cost of a student's tuition.

The University technological evening courses organised by Leeds University are co-ordinated with the City's scheme of instruction. A Leeds student under 22 proposing to undergo these advanced courses must produce evidence of satisfactory attendance at the City preparatory classes, or otherwise show adequate fitness for the study. Students over 22 may be admitted at the discretion of the heads of the various departments, viz.: Civil and mechanical engineering, electrical engineering, coal-mining, textiles, colour chemistry and dyeing, leather industries, and geology. In the textiles department special courses at technical colleges and schools in the West Riding are accepted as qualifying students for advanced work.

**The Manchester Method.**

The ambition of youth and the youth of ambition should be born up North. Manchester Education Committee have awarded eight University scholarships of £60 per annum tenable for three years; fifteen technology scholarships of the same value; a couple of medical scholarships of £60 a year for five years; five entrance scholarships of £30 for two years at the High School of Commerce; and two senior exhibitions of £30 for one year at the same place. The University of Manchester's special evening and Saturday courses are now running in practical physics and practical chemistry for teachers. And lest any thirst for knowledge should go unsatisfied classes are proposed in Russian, Arabic, and Italian, besides engineering, botany, and zoology.

**Literary Evenings.**

Most of the evening Institutes of the London County Council are now in full swing. The Literary Institutes providing evening courses are intended exclusively for persons over 18 years of age, and their range of studies is wide. Take the Woolwich and Plumstead Institute for example, opened last month. It meets on four evenings of the week, and there are classes in music, country dances and folk songs, astronomy, biology, horticulture, history, English literature, and art. The Eltham Institute not far off (both are under the direction of Mr. F. C. Burbidge) offers courses in French and Italian language and literature, civics, and an altogether new departure seems to have been made—Miss M. C. Malins will lecture on "The History of Religious Life and Thought in England." Every variety of intellectual appetite is apparently catered for.

**A Correction.**

In our last number it was stated inadvertently that the Manchester Grammar School is to be sold for £8,500. This news refers, not to the Manchester Grammar School, but to a preparatory department. The sale of the main building is under discussion, and if ever it should be approved, the price will certainly be far higher than £8,500.

## BLUE BOOK SUMMARY.

### The Board of Education Report for 1920.

There is no indication on the cover of Cmd. 1451 as to when the year ended, and any casual inquirer, not too well informed, might if he turned the pages come on both "year ended 31 March" and "year ended 31 July." Reports are sufficiently difficult things to digest without preliminary puzzles of this sort. And it would appear from the date on which the President signed the report that it takes a whole twelvemonth to get the information collected and published. Many of the figures are now months out of date. However, we can learn where we were on July 31, 1920, how we got there, and whither we are tending.

The period ended about where "Economy" dawned, so we may expect to find the account coloured in frequent patches with the new thought. And so it is. That's the worst of having to write a report in another atmosphere. Still this need not bother the reader. He will find in the document most of the things he wants to know. There is a preface dealing with Salaries, Libraries, Midwives, and other matters; and then come three chapters on Elementary Schools, Secondary Schools, Continuation Schools (*et hoc genus omne*), a fourth on the Education and Training of Teachers, a fifth on Aids to Students, a sixth on Special Inquiries, a seventh on Museums, and an eighth on proceedings under the Endowed Schools Acts and Charitable Trusts—these last three quite short and only of very special interest to people who contemplate going to an Indian or Colonial College, or who use the Science Library, or who study law.

There were on March 31, 1920, 21,501 elementary schools in England and Wales, either "public," "special," or "certified efficient," a net increase of 7 elementary and 18 special schools. In these schools were on January 31, 1919, 5,453,655 pupils. As to the number of teachers the report seems chary of giving exact information, though since we are told that in 1919-20 there were 30.4 teachers (certificated and uncertificated) to every 1,000 of the 5,419,137 pupils in elementary schools, we can make a rough calculation for ourselves. In the Secondary Schools chapter, however, we are supplied with the desired information. In these there were 5,666 men (of whom 1,726 were non-graduates) and 8,025 women (3,683 non-graduates). These figures are for England only. Those for Wales are given in a separate section.

Chapter II of course makes reference to the regulations and points out that of the pupils who left secondary schools up to July 31, 1920, about two-thirds were under sixteen. This will have to be remedied, and the current regulations make the grant dependent on the school life of the pupils, extending to at least the age of 16. In the matter of advanced courses we learn that of the 1,021 schools on the grant list in England there were 252 in which advanced courses (A, B, and C) were recognised to the number of 313. In seven schools courses in all three types were taken. This for England. The figures for Wales are 119 on the grant list, and 22 advanced courses were taken in 22 schools. Of these 18 were A courses, as against 1 in B, and 3 in C—a disparity which the report regards as "significant as indicating a drift in modern education in Wales which is not altogether in harmony with the traditional trend towards the more humanistic studies."

Perhaps the chapter on "The Education and Training of Teachers" (Chapter IV) will be read with the greatest interest. There was, up to 1918, an almost steady decline since 1908 in the number of recognised intending teachers. A slight upward trend in the case of both men and women entrants occurred round about 1914 and 1915. But for the year beginning on August 1, 1919, the figures give a decided jump upwards. The number of boys was then

897, as compared with 665 of the previous year, and 4,700 girls, as compared with 4,609. These are, again, for England. The figures for Wales are separate, but tell the same story, or promise to. The total number of entrants for England and Wales was 6,604 in 1919, and 6,088 in 1918. The report estimates a possible 7,500 for 1921, a better result than any year since 1909, and if that figure be reached we shall be within measureable distance of meeting the normal wastage. But much remains to be done not only by the Board but by local authorities, from whom liberal assistance will be needed if the boys and girls are to complete their period of preparation.

The whole of the chapter is well worth careful study. The sections dealing with the various examinations for the teachers' certificate, and the examiners' reports on them set one thinking hard. They are certainly not inspiring or even comforting. For instance, of the 999 candidates who entered for the acting teacher's certificate examination in 1919, no less than 533 failed, or nearly 54 per cent. In the previous four years the failures were 60 per cent., or over. What is the significance of that?

### Celtic Studies in Wales.

Under the new Wales University Charter a Board of Celtic studies has been established, which has taken over the publications and research work of the Guild of Graduates. The first number of the proposed bulletin of Celtic studies is to be issued this month. The Board has started work on a new Welsh Dictionary. It has divided its labours into three sections: Welsh language and literature, under Professor Ifor Williams; Welsh law and history, under Professor J. E. Lloyd; and art and archæology, under Dr. Mortimer Wheeler. Though the Guild is no longer therefore occupied in the work of publishing Welsh classics there is still ample scope for its energies, as Mr. Herbert Lewis, Parliamentary representative of the University, has recently told the members. One suggestion he made was that the Guild should form local branches for the purpose of encouraging research by work on local records.

### Education in Cornwall.

The Board of Education has made an enquiry into the charitable endowments of education in Cornwall, and has issued a report of the results. Its hundred pages or so describe the origin and constitution of the various scholastic foundations and scholarships, and provide a valuable record for reference. An appendix contains the provisions required to be inserted in trust deeds under the Endowed Schools Acts, and also the articles which govern Cornwall secondary schools approved by the Board of Education in 1909.

### The Uncertificated Teacher.

The National Federation of Uncertificated Teachers are pressing for the issue of a "service certificate," and are urging the N.U.T. to move in the matter. It is a difficult position and the Executive have given it the most careful consideration. I understand the Board of Education—under political pressure—are also considering the matter. The points arising are: How many certificates of this kind could be issued? How long should be the qualifying service? What should be the efficiency standard as a teacher, and who should judge it? Who should select the teachers to whom the certificate is to be given? The whole problem resolves itself into this: How to reward long and efficient service without at the same time lowering the value of the ordinary certificate. And, further, how to prevent the issue of a service certificate from becoming the goal of the teacher unwilling or unable to study for the certificate examination in the usual way. It is a pity the uncertificated teacher should have been admitted to membership of the Union. The situation created by this admission is very embarrassing for the Executive.

## ASSOCIATION NEWS.

### Headmistresses' Association : Preparatory Departments in Secondary Schools.

The Association of Headmistresses at its last Conference discussed the question of Preparatory Departments in Secondary Schools for Girls. Miss Sandford, of Rochester Grammar School, recalled a previous resolution of the Association asking that Preparatory Departments should be attached to Secondary Schools wherever possible, and that the pupils in such departments should count for grants. In the course of her speech Miss Sandford pointed out that, although in theory a State Secondary School should have as its appropriate Preparatory Department a Public Elementary School, yet in practice it was found that parents were often unwilling to send their children to the free Elementary School and preferred to pay fees for their attendance at private schools. She quoted an example of a private school conducted in a small suburban house, where sixty small boys and girls attended, each paying a fee of sixpence per week, with a deduction for each day's absence. She asked whether this school was a suitable place for training future Secondary School pupils.

Among the advantages of attaching the Preparatory Department to the Secondary School she mentioned the following: That the young children are able to attend under the care of their older sisters; that their school life is continuous; and that it is beneficial for the elder girls in a school to be brought into contact with the younger ones. She urged that the Board of Education should be asked to recognise Preparatory Departments and to pay grants in respect of them on the same scale as the grants in Public Elementary Schools.

The Headmistresses earnestly desire that the conditions in Public Elementary Schools should be as good in all respects as those in Secondary Schools, but while the conditions are unequal they wish to bring suitable children into Secondary Schools as early as possible. Moreover, the Elementary Schools are at present quite unable to furnish accommodation for the children now attending Preparatory Departments, and if these latter are abolished the pupils may receive little or no proper training for Secondary School work.

### The Uplands Association.

The Summer Meeting of the Uplands Association was held at The Hill Farm, Stockbury, where the members had a thoroughly enjoyable time from the end of July to the middle of August. The work was mainly centred round "The New Psychology." Eight lectures were given by Mr. R. J. Bartlett, and daily conferences were held by Miss Bodkin and Miss Morton. Practical experiments were carried out in connection with word associations, and a sub-committee was formed to prepare a draft statement defining the central problem of "The New Psychology," and its relation to systematic psychology. A course of work in Nature Study and Gardening was carried out under the direction of Miss C. Pugh, and a course of craft-work was taken under Miss Harrison. The social element was not lacking, and the evenings were spent in music, folk dancing, and friendly talk on the subjects of the course. Mrs. Alice Coomara attended and gave an admirable recital of British and American folk songs. The honorary secretary of the Association, Miss V. M. Narff, 16, Beaconsfield Road, Clifton, Bristol, will be glad to answer enquiries concerning the Association and its work.

### Educational Conference in Oxford.

The City of Oxford Teachers' Association is organising its second Educational Conference, to be held in the Examination Schools, Oxford (by kind permission of the Curators), on Friday and Saturday, October 7th and 8th.

Two sessions will be held daily, at 10-30 a.m. and 2-30 p.m. respectively. The opening address by Sir Walter Raleigh on Friday morning will be followed by an address on "The Quest for Truth," by Mr. A. S. Barnes, H.M.I. On Saturday morning Dr. P. B. Ballard (whose name is so closely associated with the Binet-Simon Intelligence Tests) will give an address on "Arithmetic in Relation to Intelligence." The afternoon sessions will be devoted to lecture demonstrations on literary appreciation and musical appreciation, the former to be given on Friday by Mr. E. A. Greening Lamborn, and the latter on Saturday by Mr. H. W. Spicer, A.R.C.M.; methods of treating these subjects will be demonstrated with classes of children. A public meeting in the Town Hall is to be held on Friday at 8 p.m., when an address will be given by the Rt. Hon. H. A. L. Fisher, M.P., President of the Board of Education. A conversazione will be held on the Saturday evening from 7 to 11 p.m. in the South Oxford Schools, and a comprehensive programme is being arranged. The Conference will be open to teachers in elementary and secondary schools in Oxford and the district, and all other persons interested in education. Further particulars may be obtained from the honorary secretary, Mr. R. Neve, at St. Barnabas' Boys' School, Oxford.

### Association for the Reform of Latin Teaching.

The Association had a very successful Summer School at Cambridge in August. Mr. Appleton, of the Perse School, gave a series of lessons with beginners and other specimen lessons with boys at various stages of Latin, and Dr. Rouse gave some interesting short demonstrations of Direct Method Greek. These lessons were very much appreciated, and were followed by extremely interesting discussions, in which exponents of direct method teaching were submitted to searching cross-examination. Members of the School were very glad to have the opportunity of seeing direct method work and of comparing its results with those obtained in other ways.

The Association is interested in every means adopted to improve the position of Latin in schools; in particular at the present time a sub-committee is at work on three and four year Latin courses in modern secondary schools. The sub-committee is under the chairmanship of Mr. S. O. Andrew, who has been an active member of Lord Crewe's committee. Miss M. F. Moor (Old Headington, Oxford), who is secretary to the sub-committee, would be pleased to hear from teachers interested in this matter if they have suggestions to make. Enquiries about membership of the Association for the Reform of Latin Teaching should be addressed to the hon. secretary, Mr. N. O. Parry, 4, Church Street, Durham.

## LETTER TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

DEAR SIR,—The League of Nations Union will be most grateful if you will kindly publish in your journal the following announcement:—

We have received from the American School Citizenship League a list of American Schools the Principals of which are anxious to arrange for their pupils to correspond with pupils in similar schools in this country.

Will teachers who wish to undertake such interchange of correspondence kindly communicate with the League of Nations Union, 15, Grosvenor Crescent, S.W.1.

Yours faithfully,  
S. SHERMAN,  
Secretary, Education Committee.

League of Nations Union,  
15, Grosvenor Crescent, S.W.1.



## PERSONAL NOTES.

**Mr. Lewis Fry.**

The Right Hon. Lewis Fry, at one time M.P. for Bristol, died at Clifton on September 10th, aged 89. Mr. Fry was the fourth son of Joseph Fry, senior partner in the firm of cocoa manufacturers. Bristol has long been noted for its educational activities, and Mr. Fry could always be relied upon to give money and service to educational enterprises.

When a Charter was granted to the University he became Pro-Chancellor and Chairman of the Council.

**Mr. F. Fritschi.**

Mr. Frederick Fritschi, who recently died in his native country, Switzerland, was well known in England to people interested in education.

He was born in 1851, worked as a teacher in primary and secondary schools for many years, became a member of the National Council, and gave considerable assistance in local administrative work.

For some time he was President of the Swiss Teachers' Association, and edited their journal.

**Mr. Basil Williams.**

Mr. Williams, Ford Lecturer at Oxford, has been appointed Professor of History at the McGill University, Montreal.

Mr. Williams is a classical scholar, and was for a short period Secretary of the Transvaal Education Department.

**Miss Munro.**

Miss Elizabeth Munro died in Edinburgh in August. She served in various schools in the city, and was elected a member of the first Edinburgh Education Authority.

**Mr. F. J. Welch.**

Councillor Welch, for thirty-seven years headmaster of Christ Church Schools, Chelsea, has just retired.

For three years in succession he was Mayor of Chelsea, and has been a member of the Borough Council for twenty-one years.

For his work on behalf of Belgian refugees in the early part of the war he received recognition from the King of the Belgians.

**Rev. J. B. Lock, M.A.**

The Rev. John Bascombe Lock, author of several mathematical books, died on September 8th at Cambridge. Mr. Lock was third wrangler and became an assistant master at Eton in 1872.

Later he returned to Cambridge and was for some time Chairman of the Governors of Addenbrooke's Hospital.

**Miss H. Unwin.**

Miss Hermione Unwin, of Shipley, a keen educationist, has been made a magistrate.

Miss Unwin is a member of the West Riding Education Committee, and is associated with many local movements.

**Mr. A. T. Simmons.**

Mr. Arthur Thomas Simmons, a Devonport man, died of pneumonia at Kew, aged 56 years.

He was the joint editor of the *Journal of Education* and *School World*, and an Inspector of Secondary Schools for the University of London.

He obtained first-class honours in physical geography and geology in the B.Sc. examination of London University, and afterwards became a science lecturer. He was the author of many text-books on physics and geography.

**Mr. A. M. Cook.**

Mr. Alfred Marshall Cook, an assistant master at St. Paul's School until 1915, died at Iffley on August 15th.

He was the son of the late Mr. S. K. Cook, of Greenwich, and one of a band of distinguished brothers.

He wrote several school books, and edited "The Anthology of Latin Verse" in the Golden Treasury Series.

## NEWS ITEMS.

**The Education Act, 1921.**

Now that the Consolidation Act is in print its supreme importance can be readily gauged from a glance at the titles of the thirty-one Acts repealed either wholly or in part. These include the Education Acts of 1870, 1902 and 1918, and the Children's Acts of 1903, 1904, and 1908.

**No More Fairy Tales.**

The education authority of Russia has forbidden the mention of fairies, angels, or devils in books for the young. Angels are to be supplanted by scientists and technicians who have served humanity; princely heroes are to be represented in their true colours as oppressors and despots.

**The Education of Blind Girls.**

The College for the Higher Education of Blind Girls, recently opened, is at Chorley Wood, Hertfordshire. The National Institute for the Blind has equipped the College in a thorough manner as an excellent secondary school. There is a preparatory, a main, and a senior school. The Principal is Miss Phyllis Monk, M.A., formerly of Girton College.

**An Air Stamp.**

The Junior Philatelic Society is offering prizes to artists and others for the best designs suitable for stamps for use on air mails. Competitors must draw their designs to scale from four to eight times the size required. Innovations will be allowed, but certain characteristic features of the stamps now in use and certain words must be used. It is intended to display the best designs at the forthcoming International Stamp Exhibition in London.

**Children's Reading.**

Mr. W. J. Harris, the chief librarian of the Borough of Islington, says: "Children are so keen on learning that we find, in connection with the Islington libraries, they read even more than their parents. Where each adult has twenty-four books a year, each child takes twenty-nine. Children of to-day read better books than those of previous generations. Tales of Shakespeare and of the Greek legends, books of biography and natural history appeal to them. In ten or twenty years there will be a new generation of educated people, and as a consequence of their greater intelligence, a wonderful impetus should be given to national efficiency."

**The Canal Child.**

The report of Mr. N. Chamberlain's Committee on the Canal Child is disappointing, for the children will still be able to evade compulsory attendance at school, even if the recommendations were enforced. At the commencement the Committee failed to secure the co-operation of the Transport Workers' Federation, and so suffered from lack of information, but if the fourth clause could become operative something might be done in the future:

Clause 4—"The owner of every boat used as a dwelling should be required to take out an annual licence in the prescribed form, procurable during the first two months in the year at certain toll-houses to be agreed upon between the Ministry of Health and the Canal Companies concerned, on payment of a fee of one shilling per boat to the Canal Company."

**The University of the South-West.**

The principal difficulty in establishing a new University is finance, but the Devon Education Committee have decided, provided that a Charter of Incorporation be obtained, to levy a penny rate, which may bring in about £10,000 a year, towards the amount required, but the Cornwall Education Authority have not yet come into line.



## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### Viscount Haldane and Relativity.

The subject of Relativity has recently received more than ordinary notice, and perhaps not a little advertisement of a kind that its more serious sponsors must deplore. Einstein has come, has lectured, and has departed, unfortunately without leaving the average man very much the wiser, but Lord Haldane\* has stepped courageously into the gap, and has endeavoured to indicate something of what it all means. The appearance of such a book is timely; we understand that it has already reached a third edition. This is as it should be, for the writer's task is no ordinary one; Relativity is a conception not easily made clear; and if his success is only partial, his partial failure is at least full of splendid courage.

One warning is necessary at the outset; those readers who think to assimilate through this book the full meaning of Relativity in its mathematical aspect are doomed to disappointment. Nor will they find in these four hundred pages any easy superficial "popular" exposition, for the author is too capable and too wise a philosopher to attempt the impossible. Einstein is here of course, lucidly expounded in general terms, if not in full detail, but the author's purpose is more than Einstein, for he would show his subject in its widest possible aspect as a philosophy of "degrees of reality"; a striking conclusion evolved, we are told, out of forty years' patient study and thought. And it is truly a remarkable vision which he unfolds, for he deals not with Literature, or Art, or Mathematics, or Science, or even Metaphysics solely, but with "knowledge itself and the relativity of reality to the character of knowledge." Knowledge for him is foundational, the one fundamental all-embracing reality—inclusive of both subject and object, knower and known.

Yet the book is not one for the metaphysician alone, for it is written in language which, though sometimes difficult for the plain man, is nevertheless within the comprehension of the educated man who possesses some acquaintance with the terminology of philosophy. The work is conveniently set out in five books. Book I is a statement of the problem and its implications. Knowledge, at its various levels, is held to differ in degree rather than in kind. This wider view of relativity as a principle is nothing new, we are reminded, but rather a restatement in clearer and more precise terms of a principle recognised dimly even by the ancients.

Book II explores the Metaphysical Foundation of Relativity and is chiefly notable for a remarkable exposition of the meaning of the "self" in knowledge. Here the writer is at real grips with his central theme, and as he expounds the faith that is in him, he writes with imposing force and conviction. Personality and truth, appearance and reality are all developed in the light of the larger principle and the views of other thinkers, such as Bradley, Bosanquet, Pringle Pattison, and Newman, are generously if critically reviewed. Many readers will find this second section to be the most profound and inspiring of all.

In Book III an examination of "Other views about the Nature of the Real" enables the author to sweep wide horizons with his keen critical vision and to give us a review of the whole historical range of philosophical thought. Skilfully, patiently, dispassionately yet lovingly he marshals the immortals before us; Plato, Aristotle and Plotinus; Locke, Berkeley, Hume, and Reid; Kant, Schopenhauer, Hegel, Bergson. There are gaps in the sequence, of course, but the author's prime purpose is exposition rather than history.

Books IV and V are mainly of social and ethical import, dealing with "The Individual and his Environment," and "The Human and the Divine," and here the writer reveals himself finally as not far from the ultimate position of Spinoza with his "Immanent Deity." Accepting Lord Haldane's meaning of "self" and "knowledge," such conclusion is inevitable, and the book closes on a high and confident moral level.

Ordinary language will fail to describe appreciatively this impressive survey of modern philosophy. We will merely quote a few lines from the closing pages in the hope that they may induce even the casual reader to follow the argument patiently to its close.

"The real lesson which the principle of the relativity of knowledge teaches us is always to remember that there are different orders in which both our knowledge and the reality it seeks have differing forms. These orders we must be careful to distinguish and not to confuse. We must keep ourselves aware that truth in terms of one order may not necessarily be a sufficient guide in the search for truth in another one. We have, in other words, to be critical of our categories. As an aid to our practice, the principle points us in a direction where we may possess our souls with tranquillity and courage. We stand warned against 'other worldliness' in a multitude of concealed forms. We are protected, too, if the doctrine be well founded, against certain spectres which obtrude themselves in the pilgrim's path. Materialism, scepticism, and obscurantism alike vanish. The real is there, but it is akin in its nature to our own minds, and it is not terrifying. Death loses much of its sting and the grave of its victory. . . . There may come to us, too, contentment of spirit, and a peace which passes our everyday understanding. We grow in tolerance, for we see that it is in expression rather than in intention that our fellow men are narrow. We realise that we are all of us more, even in moments of deep depression, than we appear to ourselves to be, and that humanity extends beyond the limits that are assigned by itself to itself."

To criticise a work which closes on this high plane is to appear to descend to the lower levels of thought of which the author writes. Philosophers will doubtless detect the weak points in the writer's armour, but the high-minded, single-minded development of a great idea is one that holds the reader as chapter follows chapter, and he closes the book with the conviction that all his old faiths and conceptions must be reviewed in the light of this greater principle, but also with the assurance that all these will gain and not lose in the process. Minor weaknesses of course can be found. Many will tire before the end is reached, for sometimes the argument seems interminable. It is obscured, too, by the politician's habit of seeking to "prove" his point occasionally by reiterated statements in varying forms. So, too, some will grow weary with the rather too frequent "as we shall see later," and objections will be raised by the tendency to exalt somewhat unduly the metaphysics of the Germans and by the almost fulsome tributes paid to certain living philosophers. But these are infinitesimal blemishes in a work of lasting value. One personal fact is clear from the book—the woollack's gain has been philosophy's loss. If Lord Haldane had not been a lawyer and a politician he would certainly have been a philosopher and a mathematician. It may be he is all of these.

SILAS BIRCH.

\* The Reign of Relativity, by Viscount Haldane. John Murray, 21/-.

## REVIEWS.

## English.

READINGS FROM RUSKIN: by Susan Cunningham. (Harrap and Co. 2s. 6d. net.)

This little volume comprises extracts from the more important of Ruskin's works, each extract being complete in itself and dealing with a separate subject, so that the book resembles a collection of essays rather than a series of extracts. Ruskin's works lend themselves admirably to this mode of treatment, and the compiler has succeeded in producing a most readable volume, which is something more than the mere introduction to the master's works, which is all she modestly claims for it.

At the end of each section is a set of varied questions designed, so the preface states, to suggest the variety of interest provided by an author with a full mind.

Mention must also be made of the verse extracts, which are added to the several sections. These have been compiled from various authors and appear to have been chosen with peculiar appropriateness.

A short memoir and a few useful notes complete the volume.

We commend the book to the notice of all who are interested in adult education. They will find it excellent for "reading" or "study" circles.

PRACTICE IN ENGLISH: by P. H. Reaney, M.A. (Sir Isaac Pitman and Sons. 3s. net.)

Books of English exercises are legion, and this one seems neither better nor worse than others of its kind. It sets out to cover by exercises models and rules of the whole field of English grammar and composition. The exercises, which are numerous, give ample practice in the correction of the more common faults, and in the hands of a capable teacher, the book, if amplified by the more direct study of literature, should be useful.

BIBLIOGRAPHIES OF MODERN AUTHORS:

1. Robert Bridges.

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(Leslie Chaundy and Co. 1s. 6d. net each.)

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ENGLISH EXERCISES. Part II: by J. H. Fowler. (MacMillan and Co. 3s. 6d.)

The name of Mr. J. H. Fowler is a sufficient guarantee of the excellence of any work dealing with the teaching of English, and in his latest volume he has succeeded in producing a series of exercises admirably suited to the needs of senior pupils in secondary schools and more advanced students anxious to enlarge their appreciation of the works of the masters of literature and at the same time increase their own powers in the art of writing.

The book contains over a hundred finely chosen passages of English literature in prose and verse, and for them alone the book will be welcome. To ensure careful study and to give the pupil the needful practice in writing English a series of appropriate exercises is set out at the conclusion of each passage.

In an excellent introduction Mr. Fowler gives some useful hints on the method of studying the passages and in the art of writing.

It is a book which is likely to be extensively used in schools and colleges.

A YEAR'S WORK IN ENGLISH: by J. W. Marriott. (Harrap and Co. 2s. 6d.)

The year's work is set out in weekly portions, of which there are forty, and to these the author has added a second part dealing more particularly with the art of writing.

The book will be useful to teachers in secondary schools, continuation classes, and the higher sections of elementary schools.

Mr. Marriott says in his preface: ". . . I shall be disappointed if the book is followed too conscientiously. The lessons are not cut and dried, nor do they profess to be in any sense complete. Every teacher knows that much of his best work is done incidentally—almost accidentally—owing to a sudden inspiration or an unexpected digression. The most useful lessons are those which suggest and provoke thought, which leave ample opportunity for a pupil's power of initiative, and which stimulates independent inquiry."

We commend this note of caution to those who, having selected a text-book, are apt to follow it too slavishly.

Mr. Marriott succeeds in dealing informally with what is known as "formal grammar," and by linking this branch of the work with the study of literature makes it more alive, and is able to give a sufficient knowledge of it without worrying the pupils with the burden of innumerable rules and definitions.

PROGRESSIVE EXERCISES IN ENGLISH COMPOSITION: by C. E. L. Hammond. (Clarendon Press, Oxford. Part I, 2s.; Part II, 2s. 6d.)

These exercises are published in two parts, each part containing work for three terms.

The work for each term is arranged upon a common plan, the first section being devoted to exercises in languages, the second to composition, and the third to interpretation.

The book is intended for the use of the pupils in the upper forms of secondary schools.

The exercises are well chosen and will test to the full the pupil's power in the use of words, in the construction of sentences, and in the thorough comprehension of a passage of prose or verse.

Mr. J. C. Smith's introduction, explanatory of the exercises, is full of useful suggestions on the teaching of English.

P. M. G.

## Music.

CREATIVE TECHNIQUE: by George Woodhouse. (Kegan Paul. 2s. 6d.)

Although only published a few months back, this little volume has already created much controversy, more especially amongst the upholders of diverse schools of pianoforte technique. The book is, according to its title page, "for artists in general and pianists in particular," and much of it is in opposition to the more recent dicta of pianoforte teaching of modern times. With the actual subjects of controversy there is no space to deal here, but that the little work is thoughtful and stimulating, even though very debatable, is all to the good, if only for the reason that its very misunderstanding may throw a fiercer light upon certain points which are not yet thoroughly grasped in modern methods. Mr. Woodhouse writes pungently, even acridly at times, and his propositions cannot fail to arouse the greatest interest amongst those to whom the subject of pianoforte technique and the methods of imparting it are of outstanding importance.

THE ENJOYMENT OF MUSIC: Arthur W. Pollitt. (Methuen, 5s.)

It must be a matter of some difficulty for authors to find titles for their books on musical appreciation. During the last few years we have had E. Markham Lee's "On Listening to Music," Scholes' "Musical Appreciation," Leigh Henry's "How to Understand Music," Antcliffe's "How to Enjoy Music," and Dr. Pollitt's book with the above title.

There is room for this plethora of books, for the ordinary man for whom they are written not only needs this instruction, but is clamouring for it—which is all to the good. And if he reads all these books and gets a clear idea of their contents he will have covered much ground, for in spite of universality of aim and title there is much variety of matter.

Dr. Pollitt's book begins with a very masterly introduction by Professor Campagnac, well worth reading and studying for its own sake. The main body of the work, after a few preliminary chapters on music in general, deals with "listening" in various forms, and then discusses form, melody, and harmony, taking in greater detail the Suite, Fugue, Binary and Ternary Forms, the Rondo, the Sonata, Symphony, Oratorio and Chamber Music. Opera is, save for trifling incidental mention, omitted. The book is written in a manner both scholarly and interesting, and is a valuable addition to musical literature. There are numerous music type illustrations, which add greatly to its value.

MUSIC: WHAT IT MEANS AND HOW TO UNDERSTAND IT. A handbook on musical appreciation for children: by Leigh Henry. (Curwen and Sons.)

That the author's style is a little distracting is a fault more than made up for by his clearness of thought. He traces with great insight the possible origins and growth of all branches of musical activity, giving us, by degrees, a feeling of familiarity with musical forms which takes away that natural terror engendered by such a complex subject. Should be of special interest to teachers.

(Continued on page 484.)

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The lecture on Religion is overcrowded and far too bibliographical; but it is valuable, for that very reason, to students intending to read somewhat deeply. The essay on Science is built round an excellent conception of what science essentially is—the making or building up of knowledge, rather than the possession of knowledge, however exact. On Art, the Rev. Percy Dearmer naturally talks of William Morris—as do others of the lecturers, just as inevitably. He emphasizes the relation of art to the life of the people, and in the just order of sequence. Art, as an ornamental and rather expensive addition to a piece of work, should really be described by some other and less noble word than art—some such term, perhaps, as *patronage*.

The other five lectures are slighter, on the whole. Professor Gollarez breaks a lance against Quiller Couch, Professor Adamson indicates the mediæval origin of the council school, Miss Johnstone discourses of society (chiefly and fitly in terms of the position of women), and Mr. Adair tells of the Mediæval Guilds and the Guild Socialists. The last lecture is on Politics, and it is all too short. Professor Allen gives us an excellent sketch. He is careful, thoughtful, thorough. But he is cramped by the score of pages allotted to him. He needs another dozen to expand the point that Aquinas did not understand Aristotle, and yet another dozen to fill out the sketch he makes in a sentence: "Christendom was a figment born of the incurable optimism of humanity." That incurable optimist, Mr. G. K. Chesterton, would no doubt express himself on this subject as epigrammatically—but in quite other fashion.

**HISTORY THE TEACHER: EDUCATION INSPIRED BY HUMANITY'S STORY:** by F. J. Gould. Methuen. 4s. net.

This is a characteristically Gould book. It might have been written for the League of Nations Union, and that body would do well to put it on its recommended list. In less than 130 pages, Mr. Gould has put at the disposal of teachers a mass of suggestive material for lessons on world history and on human development. Thus the book belongs to the group which contains Mr. Marvin's "Living Past" and Mr. Wells' "Outline of History." But Mr. Gould writes, consciously, for the young, and hence he gives, together with his condensed pages of suggestive material, many of the historical stories for which he is famous. He adds three time-charts—one for the use of children from six to fourteen years of age, one for adolescents, and a third specially adapted to Indian history. His divisions are: I. Time Before Man. II. History of Humanity. This last he subdivides into three parts: (1) Early Age; (2) Catholic Feudal Age (Age of Puranas and Moslem Rule, in the India Chart); and (3) Age of Expansion; which is for India the Age of the Meeting of East and West. This is not very respectful to Kipling; but that, of course, is another story.

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**THE PHILOSOPHY OF CITIZENSHIP.** An introduction to Civics for Adults: by E. M. White. (Allen and Unwin, Ltd. 4s. 6d. net.)

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(Continued on page 486.)

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(Continued on page 488.)

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The reviewer has very little sympathy with methods of teaching which speak of lead dioxide as brown lead (*vide* Dr. Nunn's preface); the dioxide is most certainly not lead, so why give it a wrong name which only has to be corrected later on?

It is refreshing to notice that the author has not made the mistake of giving Borchers' method—which was never used on a large scale—for the manufacture of sodium by electrolysis, but correctly gives the Castner process.

T. S. P.

(Continued on page 490.)

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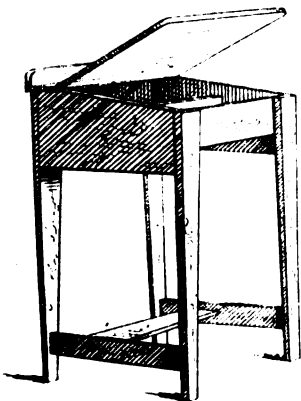
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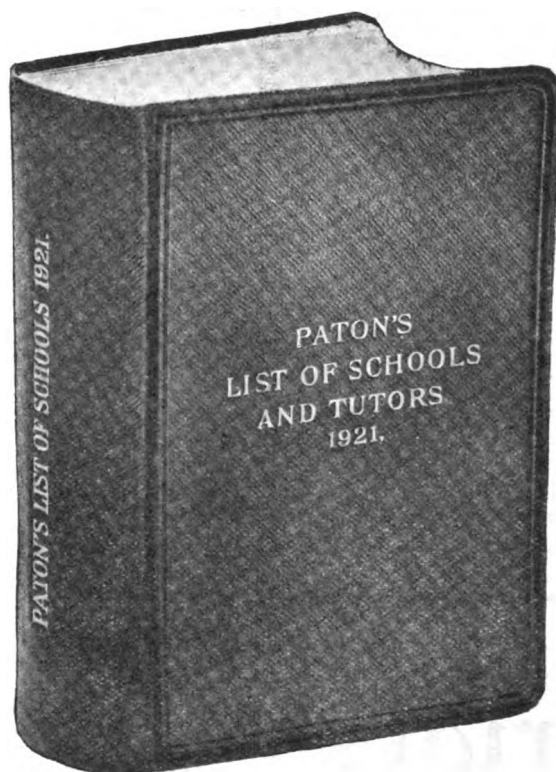
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## NOTES AND COMMENTS.

### Muzzling.

Lord Long of Wraxall bore the terrestrial name of Mr. Walter Long in the days before he was translated to a more celestial sphere and acquired his present territorial designation. In those days Mr. Long was a name of reproach to all the dear ladies who kept pet dogs, for he ordered that Fido must be muzzled. His action brought upon him much abuse, but it had the result of checking hydrophobia in dogs. Now Lord Long of Wraxall desires to muzzle his fellow-citizens, and in a long letter to a newspaper he urges that the law should be strengthened for the purpose of preventing speeches of a kind which he does not approve. That is what he means when he describes speeches as seditious and those who make them as agitators. It is a human weakness to apply strong epithets to things which we find inconvenient or annoying. Doubtless Lord Long would say that he is now attempting to stamp out a thing which is far more menacing than hydrophobia; but he and others of his way of thinking need to be reminded that "agitators" are not easily suppressed by any forcible means, that their words, however violent, have little effect on citizens who are happy in their lives, and that the execution of an agitator is probably the surest way of making his doctrine endure.

### Education or Repression.

It is noteworthy, also, that those who applaud proposals for the forcible suppression of free speech are often found to be demanding a reduction in the education estimates. They do not grasp the elementary truth that the best defence against appeals to ignorance and discontent is to be found in more widespread knowledge and better social conditions. Instead of these safeguards against violence and revolution, we are asked to adopt the discredited methods of force. To teachers of all types the question is important, because they will be among the first to be censored. Already there are districts where a teacher runs the risk of losing all chance of promotion, or may even incur dismissal, by speaking in public "on the wrong side." He is restricted in the exercise of his elementary rights as a citizen on the ground that it is unsafe to have such men in charge of children. No teacher who has a proper standard of professional conduct would dream of using his position for the purpose of influencing his pupils, but no teacher who has a proper degree of self-respect will consent to be muzzled outside school. Like other citizens, he will be subject to the law; but he must not be expected to "speak low and in a bondsman's key" merely because he is a teacher. We already intern thousands of intelligent citizens in the Civil Service and compel them to observe silence on political questions. There is no good reason for muzzling teachers, and any attempt in this direction should be resisted with all the strength of a united profession.

### An Example from America.

As an illustration of how a state of public nervousness may react on the position of teachers the following passage may be considered. It is taken from the Lusk Anti-sedition Bill which was approved last June by the Governor of New York State. It runs:—

"In addition to the requirements for teachers and certification prescribed as provided in this Article, each teacher employed in the public schools of each city, union free and common school district in the State, shall obtain a certificate of qualifications from the Commissioner of Education as herein provided. Such certificate shall state that the teacher holding the same is a person of good moral character and that he has shown satisfactorily that he is loyal and obedient to the Government of this State and of the United States; no such certificate shall be issued to any person who, while a citizen of the United States, has advocated, either by word of mouth or in writing, a form of government other than the government of the United States or of this State, or who advocates or has advocated, either by word of mouth or in writing, a change in the form of government of the United States or of this State, by force, violence, or any unlawful means."

Everybody will agree that a State is justified in restraining those who advocate violence against itself, but it is easy to see how great an instrument of tyranny may be made from the rule against advocating a form of government other than the one which prevails at the moment.

### The Dull Child.

The extremely interesting paper by Miss Mickleburgh, of Oswestry High School, which was printed in our October issue, has brought from a correspondent some excellent suggestions as to the treatment of the problem. We are too much inclined to forget that most people are dull, especially when measured by the formal standards of school work. Your adult finds other standards and recovers his self-respect by showing that he is a good business man or a good carpenter, or a good sportsman. The child at school is not free to find other standards, save that he may develop prowess in games and thus excuse himself, in his own eyes and often in those of his fellow pupils and teachers, for his deficiencies as a scholar. Since the great thing to be preserved in childhood, and indeed throughout life, is self-respect, we do wrong to treat the dull child as a hopeless case, or to relegate him to a kind of refuse heap, sometimes called the "Modern Side," where he will have teachers who feel that they are engaged in an inglorious task, and fellow-pupils who feel that they are set apart as having fallen behind in the race. The effect on the pupils is disastrous, for a boy is often quite ready to accept the verdict that he is a dunce and to fall into the slipshod mental habit which the verdict seems to justify. Our aim should be to discover some pursuit or line of study in which the dull pupil can achieve something and so maintain his self-respect. Too many men and women who have made a success of their lives are found to declare that school did little or nothing for them.

### Economy and Salaries.

The Burnham Committees have discussed and proposed, the Board of Education have considered and disposed—with the help of many postscripts and circulars. Some may have fondly imagined that we should presently see an end of the apparently interminable wrangle about salaries and be able to proceed calmly about the business of educating the young. Now comes the blind Fury—in the shape of Sir Eric Geddes and his committee—with abhorred shears, all sharpened and ready to slit the thin-spun life of our expectations. It is stated on good authority that there is a plan in the making whereby all salaries of teachers will be reduced by ten per cent. Some pessimistic ones suggest twenty per cent. The panel doctors have agreed to accept a reduction in the capitation fee for their patients and have declared that their action is due to their desire to make some sacrifice for the common good in a great national crisis. Before buying bouquets for the doctors their well-informed and critical friends will recall the fact that there will presently be a great flow of recruits to the medical profession from the Universities and Hospital Schools. There is no such impending rush into the teaching profession, and since the rate of salaries is at bottom an economic question we may well doubt the wisdom and expediency of instituting a plan for reducing the Burnham scales. If we are to have education we must have teachers, and if we are to have teachers we must offer a rate of pay which will bring recruits. These elementary facts are constantly being overlooked.

### Cambridge—Misogynist.

Cambridge has once again refused to admit women to any share in the government of the University, although it has graciously agreed to admit them to degrees. The misogynists have thus handed themselves over to the Royal Commission, which body would doubtless have preferred to be relieved from the burden of making a decision. The fact that Oxford has admitted women to membership will make it difficult for Cambridge to maintain its present attitude indefinitely, and it is not unlikely that the Commission will hasten the process of conversion. It certainly seems to be an illogical thing to recognise women as students, to allow them to take degree examinations, and now to bear academic titles, while refusing to admit them to that body of fellow students and teachers which is implied in the name university. In Meredith's phrase, Cambridge would seem to have rounded Seraglio Point without, so far, having doubled Cape Turk. She may have to be towed round the latter. Too little note has been taken of the social and educational effects of the subjection of university women. Many of them go out to teach girls and, to put it mildly, the tone of their references to men is often quite free from any tinge of admiration or regard for the sex. It would require a West End psychoanalyst to say how far this attitude of mind springs from a sub-conscious resentment of the treatment formerly received by women in the universities. It is a "phobia" of some strength and also of some infectious properties.

### Independent Schools and the Rates.

In the administrative county of Middlesex it is estimated that there are twenty thousand children in attendance at independent schools. The buildings, equipment, and teaching staff required for this great number are provided at no cost to the education authorities, central or local. Neither taxes nor rates are expended on them. Were these independent schools to be closed simultaneously, the Middlesex Education Committee would be confronted by the impossible task of building schools for twenty thousand children. The capital outlay, at a moderate estimate, would be a million pounds, and to this would be added a further annual charge of at least a quarter of a million for upkeep, administrative charges, and teachers' salaries. This kind of situation would be repeated in every district in England if the independent schools were to be given up by their proprietors. It is evident that these schools, disparagingly described as being "conducted for private profit," are also being carried on to the financial gain of the public authorities. Under these circumstances it is strange to find that every kind of obstacle is placed in the way of the independent school. The Burnham Scales and the Superannuation Act threaten their very existence, and instead of encouraging and giving reasonable aid to efficient independent schools the authorities seem content to allow all independent schools to fall into the state of inefficiency which goes with poverty.

### Secondary School Examinations Council.

Consequent on the death of Sir Alfred W. W. Dale, LL.D., the President of the Board of Education has appointed Dr. Cyril Norwood, Master of Marlborough College, to be Chairman of the Secondary School Examinations Council.

### THE GARDEN OF DESIRE.

*Heaven is not one, but multiple.  
Each soul its heaven makes ; some on the earth ;  
Some in a land of dreams, whose birth  
Comes of the spirit beautiful !  
Heaven abides with some, and they  
Evince their joy ;  
And some foresee : they watch the shining way,  
The swift approach.*

*And some there are whose heaven lies  
Curtained by mystery, itself unknown,  
Too vague to challenge as their own,  
A child of hope, with laughter in its eyes.  
Yet others stay in sharp despair  
Without the gate ;  
With secret eyes they peer and weep ; they dare  
Not enter in.*

E. FRANCES BOULTING.



## A PERMANENT CAMP SCHOOL.

BEING AN ACCOUNT OF SEABURN CAMP, SUNDERLAND.

At the close of the war a military camp was left standing near the sea coast about one mile to the north of Sunderland. The camp had a good water supply and an excellent drainage system, and was well equipped with kitchens, baths, drying room, etc., and stood in the open country, with the sea stretching away to the East.

Realising how useful such a camp would be in a variety of ways for educational purposes, the Local Education Authority purchased the camp as it stood, together with the adjoining land to the extent of twenty acres.

The purchase was concluded in 1920, and the same year the camp was in use during the months of July, August, and September, as a residential school camp for delicate children from the elementary schools.

The huts had previously been overhauled, and any needful repairs attended to; the interiors of the huts were distempered, various colours being used for the different huts, so as to avoid monotony and make some appeal to the child's sense of colour.

The camp was fitted out to accommodate eighty children in residence at any one time, and groups of children were selected to spend a fortnight at the camp.

The camp was open for ten weeks, and altogether about four hundred children had the advantage of a fortnight in the fresh air by the sea.

One of the huts was used as a clinic, and the school medical officer attended daily at the camp, making a special examination of the children at entry and again on leaving at the end of their fortnight's stay.

The improvement in health was clearly shown by these examinations, the average increase in weight being rather over two pounds per child.

This year a similar programme has been carried out, and in addition the Camp was used during May and June as a day school camp, and so successful was this experiment that when the residential camp is closed at the end of the present month it is proposed to continue the day school camp to the end of October.

For the residential camp the children are chosen from various schools on account of delicate health. The names of seemingly delicate children are submitted by the head teachers and the school medical officer makes the final selection.

But in the day school camp some eighty children (generally two classes) are selected from one school, and, with their teachers, attend daily at the camp, going and returning by car, and having their mid-day meal served in one of the huts, which has been fitted up as a dining hall.

Apart from the distinct gain in health, the camp is a great success educationally. It has a humanising and a civilising effect far greater than seems possible in the ordinary elementary school. This is no doubt due to the fact that the camp makes a wider appeal than the ordinary school classroom. It concerns the life of the child more comprehensively. It makes him thoughtful not only over his school tasks, but at his meals and during his leisure. Life becomes more purposeful for him. Nor must it be supposed that the gain is limited to those who are fortunate enough to

attend camp. The effect for good is felt throughout the ordinary school when the children return. This, of course, is more marked when the children attending camp are all from one school, in which case their own teachers accompany them, and the work at camp is closely bound up with their ordinary school experiences.

The camp has a distinct advantage in not having any of the ordinary elementary school equipment; there is no such thing as a "dual desk," or indeed a desk of any kind; no school charts, or any of the things that frequently disfigure the walls of a class-room. Given an ordinary school building, and ordinary school furniture, the school atmosphere is, alas, already partly established. At Seaburn teachers and children have a chance to establish an atmosphere of their own, and we get education as a civilising force instead of mere instruction.

The daily routine of the day camp is, roughly, as follows:—

The children arrive at camp about 9-30 a.m.

School begins at 10 o'clock, the morning session ending at noon. At the close of the morning session the children wash and make themselves tidy for the mid-day meal, which is served about 12-15.

After dinner is a rest period, and the children are free till about 1-45, when they prepare for afternoon school, which begins at 2 p.m., the session ending at 4 p.m. The children then return home by car.

The time for instruction is devoted mainly to English, Nature Study, Practical Geography, Drawing and Sketching, Music and Games.

Unless the weather is unfavourable the whole of the instruction is given out of doors, and rambles are taken to various places of interest (of which there are many) within easy distance of the camp.

Each pupil is given a notebook in which he keeps an account of the day's doings, entering any items of interest about the plant and animal life found on the seashore or in the fields, and making little sketches of various objects; an anthology of prose and verse (a pocket edition) is given to each child, and passages are selected by the children for learning by heart.

The ablution benches are very popular, and the children are quite keen on the mid-day wash. Monitorial duties are assigned to the pupil whenever possible, such as preparation of vegetables, laying the table, waiting at table, clearing away, and sweeping and tidying the rooms, and so far the behaviour of the children has been excellent; they are ready to co-operate to the fullest extent in the maintenance and preservation of order, the need for which is more readily recognised in camp life. Children and teachers are enthusiastic in their appreciation of the camp, and parents are showing a keen desire that their children shall share in the privilege of "a turn at Seaburn."

So great is the interest taken in the camp by the local teachers that, largely owing to their efforts, a sum of over £700 has been raised during the past two years to defray the cost of the children's maintenance, and gifts of clothing have also been received to meet the needs of the poorer children while in residence at

Seaburn. Beyond the ordinary expenses of teaching staff and school material, therefore, the camp has placed no additional burden on the rates.

But the enthusiasm has not ended here. A fund has been raised locally, again by the efforts of the teachers, and a building has been purchased at Middleton-in-Teesdale, which it is proposed to use as an additional summer camp in future years. It is encouraging to have this evidence of the fact that when a movement has been started, and its benefits realised, the difficulties surrounding it will somehow be overcome, and the movement grow.

The value of the camp as a means of education may be summarised as follows :—

(1) It trains the children in habits of order, even when the everyday routine is changed, teaching them restraint and moderation, and the avoidance of excess.

(2) It gives teachers an opportunity of having talks with the children on table manners, personal cleanliness, and the tidiness of the dwelling and its surroundings, and, what is more important, gives the children an opportunity of putting the lessons learnt into immediate practice at the camp dinner table and in the camp buildings and grounds.

(3) It brings teachers and children into a close relationship, which is not always possible in the ordinary school, and establishes that friendly regard and mutual respect which is essential if a school is to be more than superficially effective.

(4) It widens the outlook and increases the powers of observation of the child, and gives him a new interest in school pursuits. The sky, the sea, the fields, the flowers, the life of the seashore, all have a new meaning for him. This experience can be used as a means of increasing the pupil's appreciation of literature, as well as of developing his own power of speaking and writing good English.

(5) The life at the camp gives abundant opportunity for training in citizenship. It is a real introduction to community life and inculcates the lessons of cheerfulness, good temper, consideration for others, respect for public and private property, the need for law and order if things are to run smoothly.

In conclusion may we say that the camp has shown that, given the opportunity, boys and girls are keen on personal cleanliness, and have a greater affection for soap and water than is sometimes supposed.

The wonderful improvement in the appearance and general bearing of the scholars towards the end of their short stay bears witness to the enormous possibilities for good which lie around us, if only the elementary school could take a larger share in shaping, not only the hours of study, but the general life of the pupils. It may be argued that this latter is a matter for parental control, and in this we agree, but at the same time we feel that what the parent fails to do the school should make some effort to accomplish.

The experiences of the camp go far to make clear that great benefit may accrue to the young life of the nation if education is regarded in its broader and more humane aspect, as something which is concerned not merely, not even mainly, with the imparting of the elements of knowledge, but rather with the training of the pupils in those habits of life which are the essentials of good citizenship.

## CHELTENHAM POLISH.

It rained, as it can on the Ilkley Moors. We turned back, my psychologist friend and I. He is an authority on mental tests, I am one of the sub-normal who can't do them; but after we had changed, as the glamour of the teapot permeated his soul, I sprang one upon him.

It is innocently intriguing to the eye. Marbled covers, toned by age; modestly calf; pleasantly green and gold; with splashes of rich brown carrying gilded title and author: some three hundred pages, a pocketable, slim volume, with subscribers immortalised in addendum. It cost me sixpence, and more I will not say.

The game is to read bits and demand the identity of the story. The test of intelligence is obvious—and impossible. For instance :—

“ Outcast on earth's bewilder'd waste,  
A Den my way-worn steps had trac'd—  
Stern shelter !—There, toil-spent, I laid  
My limbs beneath the savage shade :  
A vision'd slumber seal'd mine eyes,  
When, lo ! before me seem'd to rise  
All pale, and pensive, and deprest,  
A man forlorn, in tatter'd vest.  
On his near home he shunn'd to look ;  
His right hand grasp'd an ancient book ;  
While his bow'd back a sordid pest,  
A strange, a pond'rous load, opprest.  
Piteous I gaz'd—I mark'd him wide.  
Unclose the record. Deep he sigh'd :  
He read—and trembled as he read ;  
And many a bitter tear he shed ;  
Till stern despondent agony  
Wrung from his heart the doleful cry,  
'Lost ! lost ! undone ! for ever lost !' ”

Here my Psychologist grew restive, demanding to read with his own hand and eye. He said he talked so much himself that he had lost the habit of hearing. So we covered the title and he tried again. Space denies the tortured tracks by which he sought the light. An early guess was that some misanthrope had laid heavy hand upon the *Inferno*—almost, mayhap, to the final calm of troubled minds. But Dante is found, is he not, astray in a wood, and his straight way is so lost that it leads not even to a Den. Dante was left in the wood, the Psychologist with him.

We read on :—

“ Thus into tempest inly tost,  
He bent him home, silent and slow,  
And hush'd awhile his secret woe.  
Frail effort !—Swift the torrent-tide  
Of anguish ev'ry art defied,  
And, groaning, thus aloud he cried :  
' O my lov'd wife !  
' And children of my bowels ! ye behold  
' Your friend, your father, wretched and undone :  
' Sore press'd beneath this constant load,  
' And doom'd to tenfold weight  
' Of still increasing woe.—  
' Nor I alone :—'Tis verily foretold  
' That soon a fiery deluge shall be rain'd  
' On this devoted city ;—yea, that thou,  
' And these sweet babes, in that dire overthrow,  
' Shall sink, with me, to miserable ruin :  
' Save (tho' as yet unhop'd),  
' All-gracious Heav'n send timely rescue.' ”

Now if your eye be caught by the agility of our author in devising new kick-off spots for his lines (he indents in no fewer than five positions) you will be led deeper into the wood. If, however, this scintillation of form has not obscured one inelegant phrase, you may be led to a happy issue out of your troubles. “Children of my bowels” (despite the mark of exclamation) may give the show away. At any rate, the Psychologist decided that he might

reasonably exclude the *Camelia* and *Rumpelstilzstein* as equally unlikely (a) to allow themselves to be outcast, (b) to be toil-spent, (c) to condescend to a Den, and (d) to inhabit a tatter'd vest, not to speak of depression and other pathological conditions as improbable concomitants of consciousness. There was left, then, only one back-burdened character at once competent to the situation and of renown for such high verse.

It was, really and truly, a version of the "Pilgrim's Progress." Here is the title: "A Free Poetic Version of the First Part of the Pilgrim's Progress, in Ten Books, by J. B. Drayton." It was published at Cheltenham, and Mrs. Agg of the same town chaperones the subscribers at the end, Bean, Major and Mrs., paying, we gather, for three copies, and Glyde, W., Esq., ditto for six. Glyde, W., Esq., is the most receptive of individual patrons, but the Bonnors, John, Esq., of North Wales (4), T. Esq., of Chelsea, Mrs. T. Ditto, and Miss Charlotte Ditto (one each) outweigh him in the mass. Mrs. Smelt and Mr. Sparke appropriately hobnob amongst the S's, the while Mr. Weaver and Mr. Webb appear amidst the W's in alphabetical and logical order. But the Reverend Tucker jumps chiefly to the eye. He is (presumably Head) of Ham-House Academy, Charlton Kings, and one likes to think of his three copies insinuating culture into that grossly named establishment. The Tucker jest leads the wicked eye to inevitable notice of the Woodcocks and Partridges, Beans and Salts, whose names, apparently, belied their tastes, and of a Barber, Butler, Cooke (and Cole), whom the reverend poetaster would no doubt have welcomed within his gates. And so our volume speeds upon its mission, from Prestbury to Chelsea, from Devonport to Peterborough, Bristol to Southwark—its mission to the refined and cultivated mind—mission advertised in the gently-yellowing pages of the Prefatory Notice:—

"The design of this volume is to present to that class of readers who may favour the attempt, the First Part of the 'Pilgrim's Progress' in a poetic form: and to induce those young persons of cultivated mind who have been accustomed to slight the original as a coarse and illiterate production, to give it a diligent perusal. Such a perusal will amply repay their attention, and they will find that whatever may be its defects in a few minor points its general merits are of the highest order. The 'Pilgrim's Progress' is conceived in the true spirit of poetry: it is like a rude but luxuriant wilderness, where every variety of useful and ornamental production is indigenous; and a chief object in the present undertaking has been to prove a few redundancies and, by applying that genial culture of which it appears so happily susceptible, to relieve its meaner and unsightly features; to open into more commanding view its noble elevations; and to call forth each native beauty into more attractive and vivid effect. The scale of character is somewhat raised, but the identity, it is hoped, will be found sufficiently preserved. . . ."

Not for our Psychologist, certainly—nor for me, had I been in his chair.

We smile—but I fear we, too, are often doing it. We may not expurgate into verse (though that be no hard task) but we prune "redundancies" of sheerest beauty and unprunable without shattering of fabric: we labour to exchange "the language of the plain Pilgrims" for "that which would be less offensive, without deducting from its energy," as the Rev. T. Scott has it later in the same egregious Notice. And this not seldom. When do we accept a child's answer as it stands? Have we not a stock lesson, to read a poem to the youngsters, then "tell" them the story, then have them "tell" us? Do we not "correct" their written English in the very spirit of the Rev. Scott? Of course we improve, and simplify, and enforce, when we revise. We are quite sure. Friend Drayton was quite sure, too.

Listen, and let us question when next we find ourselves a-proffering our revised version of whatever-it-may-be.

"As I walked through the Wilderness of this World, I lighted on a certain Place where was a Den: and I laid me down in that place to sleep: And as I slept I dreamed a Dream." Stern shelter, indeed! and savage shade. Who said there was a savage shade? Bunyan? My wilderness had no savage shade: had yours? Do you want it to have? I don't. And do you want a vision'd slumber to seal Christian's eyes? Personally, no. The Sleeping Beauty may be sealed, and the languorous ladies of the Arabian Nights: but not sturdy, provoking, forthright Christian. No. One thing only could Christian have done, and that he did. He went to sleep, and dreamed.

And what did he dream? About "a man clothed in rags"—so Bunyan says, and he should know. What says friend Drayton? About a pale, pensive, deprest, forlorn, shadow of a man, in tatter'd vest. Oh, John! How could you speak of rags to elegant young persons? Cultivated Mind recoils in horror. Note how specific is our good Cheltenham friend: "in tatter'd vest"—lest Taste should conjure less modest tragedy.

Of many gems, space sanctions only one. You remember how they were nearly drowned near Doubting Castle, Hope and Christian, as they were struggling back to the way? They escape, "but being weary, they fell asleep," and are still asleep when Giant Despair "getting up in the morning early" (presumably after a bad night) "and walking up and down in his fields," catches them. "Then with a grim and surly voice he bid them awake," and presently "drove them before him, . . . into a very dark Dungeon, nasty and stinking to the spirits of these two men." Listen to what should be:—

"That monster-fiend on his accustom'd range  
Now prowling forth, spied them: and, with a peal  
Of thund'ring rage, their heavy slumbers broke:  
Then, sternly rav'd, 'What maddens ye, to dare  
This lawless trespass on my fenc'd domain?'  
'Unhappy Pilgrims from afar, we pass'd  
Unwitting through these grounds, and lost our way.'  
DESPAIR. 'Villains! no more: Your very plea proclaims  
The trespass, and provokes my fell revenge.'  
—So saying, with one giant hand he seiz'd  
The shuddering captives: and, at headlong speed,  
Drove them before. Thus through a woody maze  
Of deathlike gloom, the Castle's dreary fence,  
He drove them; till, the huge portcullis pass'd,  
Down rush'd the pond'rous iron, with the din  
Of deaf'ning thunder-wrack, and earthquake shock:  
Nor paus'd th' affrighted victims, till, deep thrust  
Within a gleamless dungeon, down they sank  
'Mid the stern terrors of their hopeless fate."

Isn't he a dear, my J. B. Drayton of Cheltenham? And so like us! I swear he kept school. Oh, John! how could you say that dungeon stank?

### A Swedo-Finnish Academy of Technical Science.

A Swedo-Finnish Academy of Technical Science was founded at Helsingfors on April 28 by a number of technologists interested in the project. The new Academy has, amongst other aims, to institute and support systematic investigations of technical questions, especially such as bear upon the utilisation of Finnish natural resources, to encourage the development of advanced technical training, to organise lectures by specialists on technical subjects, and to promote the publication of meritorious treatises and researches by members of the Academy or by investigators who have received support from the Academy. The number of members will be at least 50 and at most 80. Honorary members may also be elected.

## DEVILLING.

The last generation has witnessed a transformation in schools which is apparent to all. What is not so obvious, except to the curious observer, is the corresponding transformation in the Head of the school. Mediæval England witnessed the metamorphosis of the cancellarius, a poor scrivener who sat behind a screen, presumably in the ancient equivalent of a cash desk, into that glorious and tremendous minister, the Chancellor. In present day education the reverse process is approaching its completion. The overwhelming majesty of "The Head" is rapidly dwindling into the simulacrum of an inferior clerk.

The concentrated fire of inquisitorial forms increases year by year, and has been intensified recently by the extra batteries of the Burnham Scale. It would not be fair to add these to the total burden, since they differ from the normal in two respects—they may perhaps be necessary, and they are probably temporary. Even they, however, show some small evidence of the bright ingenuity with which we are familiar; for example, they ask not only the month but the day on which each person began to teach. Doubtless these anniversaries should be inscribed upon our hearts, but to accommodate all the necessary data we should require an organ of monolithic proportions.

Behind all this there is undoubtedly a master mind. Human nature is incorrigibly anthropomorphic. A "principle of evil" is much too vague, too abstract for our acceptance; we must construct a concrete devil with horns and tail. Perhaps I must plead guilty to a charge of sentimentality. I have found it lightens and beguiles my labours to visualise a portrait which becomes more vivid and distinct as time goes on, that of our tireless and sympathetic interlocutor, Mr. Ferret. A young man still, he has risen to his present position by assiduous merit. He is endowed with wonderful versatility of mind and high moral qualities—among them patriotism. He joined up quite early in the War. We know he did: we missed him, and I could not bear to think he was taken. Voluntarily he dedicated his unrivalled gifts to the service of his country. His superiors at once realised the job he was made for, and, with unexampled perspicuity, put him in it. He was responsible for much of that splendid Staff work. He was just the man to assemble T. Atkins and a tin of bully beef, by different routes and devious ways, on the same platform at the identical moment. Nor were his activities limited to the lines of communication. Many a time he went over the top with his revolver in one hand and an indent in the other, and caught his C.O. with a well-timed "Excuse me, sir!" His M.C. was well earned. He was, I believe, attached to the army of occupation, or else he had a nervous breakdown; but he was certainly demobilised and in his usual health about two years ago, or rather less. The particular date escapes me: I have no head for dates—as he knows. He will remember, of course, also that it was three minutes earlier than usual, because he felt so fit and full of new ideas, and there were those arrears of slipshod work to put in order. Since that bright morning—three minutes early—he has not raised his nose from the grindstone. His wife never sees him.

She consoles herself by saying to all her friends, "Really, I don't know what the Board did without Marmaduke. I hardly see him. He *never* gets a clear week-end." Nor do we. He has had a new idea lately. It is not perhaps so very good in itself, but it happens to come at the same time as the Burnham Scale enquiries, and others, which adds point to it. As Mr. Ferret himself says sometimes to his wife, with an indulgent smile, "It is no good, my dear, repeating a joke *out* of its context—it simply doesn't come off!" This particular paper wants to know why everybody left last year before they were sixteen, if they did. The fact that this information would be at the service of the Board when the registers go up in July almost argues paucity of ideas. I do not, indeed, think Mr. Ferret is responsible for it in its entirety, unless he is opening up a new line, a Duplicating-Ante-dated-Information-Bureau—which Heaven forbid!

This is nearly related to a very important question: "When did Susan Jones leave?" "At the end of the summer term." "Not at all," replies Mr. Ferret, digging you metaphorically in the ribs, "she had a cold and missed the last two days—caught you that time!" "Is that really so?" I had the curiosity to ask a lawyer once. I put it to him that Susan Jones does not leave until the expiry of the term for which her fees have been paid, provided that she has attended during any part of it and that she has not been transferred to any other school. As evidence in support of my contention I pointed out that she would have an indubitable right, until the term was over, to wear the school hatband, and that I should consider the school affected by, and to a certain extent responsible for, her conduct in public. This is not a trivial and litigious question as it might appear to a layman. It is of the deepest significance. If it were once established on the rock of precedence it would save head masters, head mistresses and secretaries hours, weeks of time every year. But it is the Board's most treasured "Hunt-the-slipper" game. The game lapsed when Mr. Ferret was on service—I do not think any of the other officials have his hearty sense of fun. But are we intended to play round games with the Board? Once upon a time heads were chosen because they were thought to have certain high qualities in an eminent degree. Perhaps that is still done in some places by certain out-of-date governing bodies, but, if so, is it not sheer waste? Why look laboriously for the best people in order to set them to do work which is far duller, far more mechanical, far more deadening than any that they would set the newest assistant to do? If it were purely mechanical it would be better, because then one could think of something else as one did it. Unfortunately it occupies one's time, debases one's intelligence, and exacerbates one's temper. It has, too, that numbing quality which belongs to all work that has no apparent use. If it is really necessary, then let the Board employ suitable clerks, trained in this work, to visit the schools and extract the information from registers and documents and keep it filed at the offices of the Board. Then we might be able to turn our attention from mint and cummin to the weightier matters of the law.

## “ I PROFESSORI.”

By MAUD HALLAM ROBERTS.

Having studied French for several years and collected much information on such universities as the Sorbonne, Montpellier, and Grenoble, I was fired with desire to study Italian amongst the Italians, and to follow a course at one of the universities to be found in the Italian Peninsula. I had only a short time—two or three months at the outside ; also, I knew I could not face the heat of the plains and cities during the usual summer course for strangers. Therefore I made for Grenoble, and, passing a few days there, interviewed the kind and helpful lady who looks after the interests of foreign students during the Easter vacation.

“ Yes,” she said, “ there is a branch of this university at Florence ; indeed, one of the professors appointed belongs to us.” Yes, certainly she would advise Florence. She filled my hands with pamphlets and turned to interview the Americans and Scandinavians who were rapidly filling her bureau. To my surprise there appeared then to be no English students thirsting for instruction in the French tongue, but our cousins on the other side of the globe, whether doing their Sabbatical Year or not, seemed eager to profit.

On arrival at Florence, I made my way along the Lungarno, beyond the Amerigo Vespucci, to the Piazza Manin, where is the well-appointed “ Institut Francais de Florence.” Again I was received with French courtesy. Did I desire to follow the course of Italian Letters ? Well, the lectures took place every afternoon. Naturally the students were advanced, and Mademoiselle must understand the professors could not occupy themselves unduly with her, but no doubt she knew best what she wanted. Ah ! to listen to good Italian—to pick up a reliable accent. Well, M. the Secretary thought the best plan would be to inscribe as “ Auditrice ” not “ Elève.” It would cost less.

I have, lying before me now, the receipt received, which reads thus :—

Recu de Mlle. \_\_\_\_\_

Demeurant \_\_\_\_\_

la somme de Fr. 30.25 montant des droits d'inscription au 1er Cours Inferieur comme Auditrice.

For this document I had to produce French francs, not the equivalent in Italian lire. Next day I was introduced to the Professor and his pupils, French and Corsican girls already far advanced in their studies. “ Notre gentil petit Professeur,” as his bright French pupils affectionately dubbed him, received me somewhat as a curiosity. One English lady amongst his flock ! and a strange female who spoke only the most inadequate and broken Italian.

From that day opened up a delightful period of study with “ I Professori di Studi Superiori.” I had the good fortune to meet a young Colonial who was an ardent student of European languages. He took me to the “ R. Istituto di Studi Superiori, Pratiche e di Perfezionamento in Firenze,” which is at 2, Piazza San Marco, and introduced me to the Secretary, who gave me permission to attend all lectures free, as there was no special course for foreign students till the summer vacation. The “ Orario e Programmi delle Lezioni e

delle Conferenze ” of this purely Italian Institution showed such inviting conferences as Letteratura italiana — Letteratura latina — Letteratura greca — Geografia—Storia antica—Storia moderna (“ I Bianche e i Neri nel Comune di Firenze 1295-1308 ” being one subject)—Storia della Filosofia—Letteratura francese—Lingua e letteratura inglese (Corso inferiore : Lettera e traduzione del libro di O. Wilde : *A House of Pomegranates*)—and a host of other lectures which space prevents me quoting. It also showed such well-known names as Guido Mazzone and Flaminio Pellegrini. The chief difficulty was to decide which lectures one had time to attend.

I had studied an Italian grammar for a few weeks, had glanced into such books as “ Hugo,” “ The Berlitz Method,” and “ Italian spoken in 22 days by Prof. Manin.” I had a solid foundation of French to work on, but at first I could only catch two or three words in the course of an hour's lecture. I learnt quickly, however, and in a fortnight I began to gather up the bare outline, had overcome my first nervousness, and watched eagerly for the opening of the small door through which I hoped would appear the Professor of the hour. Lecturing must be delightful. Their eyes shone as their voices spoke the musical tongue. Their supple hands, which generally were adorned with one beautiful stone set as only Florentines can set it, gesticulating, aided considerably one's dawning comprehension.

But the afternoon studies at the French Institute were for me possibly the most helpful. The class was small and the students of that intelligence and bright wit one expects to find in Frenchwomen. Advanced and modern also in their ideas. The Principal, too, M. Soulier, lectured in French on Florentine Art, illustrating his discourse with a pile of good reproductions. I learnt of Mino da Fiesole, Benedetto da Maian, besides Michelangelo, Verrochio, Ben Cellini, the della Robbias and others. Two hours were spent in the translation into Italian of “ Les Lettres de Mme. de Sevigne.” If a lesson failed it was our delight to hear our particular Professor read Carducci. French poetry is so light and graceful a thing it is comparable to the brushing of bees' wings over a mass of roses. Italian verse resembles the wash of ocean waves on a sandy shore.

At the end of two months, when the heat forced me regretfully to leave the city, I acknowledged a deep debt of gratitude to all my teachers. I speak Italian still haltingly, but with correct grammar and a good accent ; all seem astonished at my progress. I can write a fairly good and fluent letter. Save for what I paid for private tuition in correspondence, the only fee exacted was the 30 francs.

Beyond the Colonial and myself nobody at that time was taking advantage of these educational facilities. A sprinkling of English speaking strangers occasionally attended the lectures when il Mazzoni or il Pelligrini appeared, but no one was seriously following a course.

Many people I met in Florence and elsewhere wish to know how I accomplished so much in so short a time. I reply in the words of the sage Spanish proverb :

“ The dog that trots about finds a bone.”

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### VI. Antipater of Sidon—II. (fl. B.C. 110.)

In the Anthology Antipater is very fully represented, coming third in number of epigrams after Palladas and Meleager, although a certain amount of confusion is caused by the presence in the collection of another poet of the same name, Antipater of Thessalonica, who lived in the time of Augustus and was himself also closely connected with the Roman family of the Pisos. Both writers treat of the same kind of subject, and many epigrams are given simply as by Antipater; but there is a considerable difference in style, and on the whole we may safely attribute well over a hundred pieces to the Sidonian. The majority are either on works of art, such as the six epigrams on Myron's heifer, or else belong to the sepulchral section; for Antipater's strength lies in description rather than imagination, in literary and artistic criticism rather than the expression of the emotions. Some of the epitaphs are really meant for tombs, and one particular form seems to be his own invention: where the details of the monumental sculpture are described and from these details the name and station of the dead man or woman are inferred. But most are merely literary tributes to the illustrious writers of the past. To this class belong the epigrams on Homer, Sappho, and Erinna; the acute criticism of Antimachus; and best of all the five poems on Anacreon, for whom he seems to have felt a special sympathy. What we know of Antipater's life suggests a certain resemblance between the two men, and Antipater is as likely as anyone to be the author of the artificial yet charming verses which are falsely attributed to the earlier poet.

#### A Lament for Corinth.

Where is thy radiant charm, thy wealth of old,  
Thy myriad people and thy shrines of gold,  
Where are thy matrons, Corinth, where thy halls,  
And those high towers that were thy coronals?  
O most unhappy! not one stone remains;  
Grim war hath sucked the life blood from thy veins.  
Only the Nereids stay, a halcyon band,  
And mourn thy fate, unravaged on the strand.

A.P. ix. 151.

#### Erinna.

Few were her words and all too short her songs,  
Yet to the Muses each brief strain belongs.  
Therefore she fails not of remembrance yet,  
And night's dark wings are ne'er about her set.  
But we, the singers of a later day,  
Cast in great heaps seek swiftly to decay.  
Even as jackdaws 'mid the clouds of spring  
Caw loud unheeded if some swan shall sing.

A.P. vii. 713.

#### Anacreon's Tomb.

Gush forth thou fragrant wine,  
Ye milky fountains flow,  
Ye purple meadows bloom amain  
And clust'ring ivy flower again  
To wreath his smiling brow.  
And if the dead of pleasure know  
Let frolic joy be his below.

A.P. vii. 23.

#### Orpheus.

No more, dear Orpheus, shalt thou guide  
The oaks and rocks bewitched in song;  
No more the beasts in forests wide  
Uncalled shall round thee throng.

No more thy harp shall hush to sleep  
The drifting snow, the icy hail;  
Nor calm the fury of the deep,  
And autumn's boisterous gale.

For thou art dead, and now for thee  
The muses mourn with dirges low,  
And most of all Calliope  
Bewails a mother's woe.

Why then should mortals cry in pain  
For children lost before their hour?  
To save their sons from Death's domain  
Not e'en the gods have power.

A.P. vii. 8.

#### The Tomb of Lais.

Here Lais lies, than Venus' self more fair.  
Gone all her wealth, her sea dyed purple wear,  
Her wanton sport with Love.  
Who once in Corinth girdled by the waves  
More brightly shone than that clear fount which laves  
Pirene's sacred grove.

As erst proud suitors strove for Helen's hand,  
So did her lovers at her portals stand  
To pluck their purchased joy.  
She gave her body for a wage of gold  
That they a mortal goddess here might hold  
Nor seek another Troy.

Therefore still fragrant is her graveyard bed,  
Still from her hair a perfume sweet is shed,  
With nard her bones are wet.  
For her queen Venus rends her comely cheeks,  
For her young Cupid still in anguish seeks,  
And never can forget.

A.P. vii. 218.

#### Pindar.

E'en as the clarion drowns the ivory flute,  
So other's music yields to Pindar's lute;  
Not vainly did the bees their honey sip  
And lay the spoil upon thy baby lip,  
While Pan himself forgot his pipes to play  
And sang instead thy high resounding lay.

A.P. xvi. 305.

#### On the Statue Aphrodite Anadyomene.

The Cyprian rises from her mother sea  
And grasps her dripping hair and wrings the wave  
From her wet locks. O wondrous artistry,  
O gift divine, Apelles' pencil gave!  
Sure Hera now and Pallas must confess  
They cannot strive against such loveliness.

A.P. xvi. 178.  
F. A. WRIGHT.



# SCHOOLCRAFT.

## NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

### NOTES ON THE LEAGUE OF NATIONS.

#### VI.—The Future.

(1) Probably no one is satisfied with the League as it now stands. The dissatisfied may decide (a) to stand aside from the League altogether, (b) to accept it and work for its improvement, or (c) to destroy it, in the hope of framing a better League on the ruins. Of these solutions, (a) is the mere despair of "do nothing." To be of this mind permanently is to be alive only in the sense of drifting; (b) is practical, and follows the method of development that marks all human institutions; (c) will be welcomed eagerly by all who do not wish for any League, for any check upon the autocracy of each nation, for any growth of common action among nations. These people, once the present League is killed, will naturally strive to prevent anything being put in its place. But there are those who sincerely desire to end war in all three groups (a), (b) and (c).

(2) **Sovereignty.** Will a successful League limit the "sovereignty" of nations? It will. Sovereignty is the old doctrine of absolutism or divine right transferred from monarchs to nations. If we desire, as Treitschke did, that our own state shall be "a sovereignty power that cannot recognise any arbiter above itself" and shall claim that "legal obligations in the last resort must be subject to its own judgment," then we must cease to wish for a League of Nations, and risk endless wars for the sake of this absolutism. But nations are only asked to surrender absolutism. Their self-government will remain, to the full, and securer than before.

(3) **The Hague.** Will the League prove as feeble as the Hague? Yes, if its friends are idle and its enemies active. If both are equally active, No; for in all such conflicts, as in war itself, the moral factor is in the long run the most powerful; and the friends of the League have the stronger moral case. The governments of the nations did not give vigorous support to the Hague Conference. They will support the League strongly if their peoples demand it, not else.

(4) **Weaknesses of the Covenant.** (a) There are many cases in the Covenant (a great majority) where unanimous consent is necessary. But nations and peoples had best be given time to try the League before fuller powers are put into its hands. In the future, no doubt, a majority vote will be accepted where now nothing but unanimity will suffice.

(5) **The United States.** That a State whose head (President Wilson) took a leading part in forming the League should now stand out from it is a misfortune; but this is a matter of American politics. It does not mean dislike of the idea of the League. The proportion of people who wish to avoid future wars in the United States of America is probably as high as in any country in the world.

#### Bibliography.

The League of Nations Union, 15, Grosvenor Crescent, S.W. 1, publishes many pamphlets and booklets. Write for list. See especially "**The Covenant Explained**," by Prof. Gilbert Murray (1s.), and the monthly "**Headway**" (2d.).

"**What they did at Geneva**," by H. Wilson Harris, *Daily News Office* (6d.).

"**What the League of Nations Has Done**," by Inazo Nitobe, Harrison and Sons, St. Martin's Lane, W.C. 2 (6d.).

"**What the League of Nations has accomplished in One Year**," "*Brooklyn Eagle*," Office, 16, Regent Street, by Dr. S. H. Levermore (2s. 9d. post free).

"**A League of Nations**," by H. L. Brailsford, Bell, 5s.

There is a good bibliography in the **Handbook**, but for those who wish for brief statements the best course is to write to the Union for a list of pamphlets.

### PSYCHOLOGY FROM THE CLASSROOM. II.

By Elsie A. Fielder.

#### Study of a Pixie.

Sheila fell among us like a star from the summer sky of five years ago. Perhaps when stars try to look through the blue of day they fall suddenly to earth among the bright green grass. In any case, Sheila appeared to belong to some other world than ours. She was Irish and our school is in southern England, so when she came to us from a loving, charming, Irish-hearted mother and a happy-go-lucky home, each day, probably, Sheila felt us too civilised. To a great extent we left our children to work as they willed, but even so Sheila did very little. She would have nothing much to show after an hour's apparent occupation, but always she beamed, always her eyes sparkled and she showed the loveliest row of pearly teeth when the teacher came to inspect her work! For nearly a year the little wild pixie played like this, not making any special friendship or showing preferences for any particular kind of occupations. Then came a day in the summer when Sheila, dressed in a little blue summer frock, her curly bright hair hanging over her shoulders, made one of those wonderful pictures of childhood absorbed in self-chosen employment. There are no more beautiful studies for the camera. Sheila was writing. She did not glance up as the teacher came towards her. One could hear the little pant, pant of her breath as she watched the movement of the big yellow pencil, a tremendous weapon in slender fingers. Sheila wrote for an hour. She was quite probably tired when she gave up, but for the sake of experiment her rather naughty teacher let her exhaust herself at the self-appointed task.

After that one rather expected Sheila would settle a bit and work more normally with the other children. But such fits of work were very few and far between. She did show fondness for music, singing, and poetry during the next year, though when her mother let her begin to have piano lessons she made very slow progress. Also during the second and third year she began to love her teacher very dearly. The little fairy thing would sing out, "Can I come up on yer knee?" Although her father is a cultured Englishman, Sheila clings to the tongue of her dear green island. During one summer evening we were sitting quietly out in the garden. Quite suddenly from the opposite end of the lawn there darted a little pink clad figure towards us. Up sprang Sheila on her teacher's knee and she held out a few faded leaves of dandelion in a hot, sticky little hand. She was kissed, and laughed with and caressed. But in an instant she was off on the grass again. Breathlessly she piped, "I'm going, Nana's taking me out for a walk and I ran in here," and before we could answer she had disappeared. Little Pixie Sheila!

Terms went by and at the beginning of every holiday Sheila's mother received a more or less unsatisfactory report. The child seemed to be living in a dream. Now and then she would show signs of great fatigue and at school we spoke rather indignantly of late hours, irregular habits of the home, etc., etc. Her mother would leave her in the care of maids while she went to Ireland for a three months' holiday. Then last winter she and her baby sister had whooping cough; that meant long absence from school for Sheila. When she returned there seemed no change except that she was rather quiet and obviously a little older. The same unsatisfactory work began, and though she was just seven she could not read any but very short words, and she never by any chance narrated history and geography after lesson as other children did. This



state of affairs lasted right up to this term. And it is the very cheering occurrences of this last term which prompt the writing of these notes. Sheila has awakened. Like a beautiful young plant, whose life has been hidden through winter days, her spring has come, and my little pixie girl is throwing out eager hands to catch every little dew-drop of beauty which nears her. She is joyful in all her new-found knowledge, keen on every part of our school life. Games, indoor work, books of all kinds, everything claims her attention, and she narrates quite well for a young child the literature, history, geography, picture-study lessons. The one big ugly thing in Sheila's life is arithmetic, and it doesn't matter whether you measure the room with foot rules, or whether you weigh up pounds of rice, or whether you add up bills, Sheila seems still to consider that number has no place whatsoever in the world, and if you are asked for a dozen eggs eight or ten would do equally well. Perhaps that is home influence again, yet her father and her brother are most exact, mathematicy people. Sheila's great delight during the last few weeks has rested in a small red book of children's poems, which are chiefly about fairies and are really very pretty; indeed they are especially so when one hears the little pixie voice warbling them out so gaily. She is thoroughly happy and we are eager to watch her school career. She concentrates admirably and she should perhaps do some of the wonders people expect of children nowadays. But oh, Sheila, still be a pixie!

### ACTING IN SCHOOLS. By Emeritus.

Acting in schools, like the myth in Plato's philosophy, fills a gap. At least that is my experience. And I can only proceed by reminiscence.

At my late school, from which I am Emeritus, we started with the idea of devoting certain periods to spontaneous recreation, untempered by too rigid supervision; or rather, tempered by a reasonable absence of supervision.

The hours on Saturday between tea and bedtime formed the most considerable of these periods. I admit that in the winter months of the first year or two there were casualties which called for intervention and for certain broad "Verbotens." For instance, there are reasons which must forbid indoor cricket and football, when there are windows and gas-mantles about. And the bills for repairs began to make us doubt if we were quite wise in our policy.

I think it was in our third year that some happy genius lit a spark that for the next twenty years was never put out, and burns to-day as a vigorous flame.

In this little community the idea of acting was indigenous: it was not foisted on the boys by the authorities: it began with simple broad farce, and ran through a gamut of mystery villainy, detectivity, into, in its later stages, adaptation of plots from books (with here and there a brief scene from Shakespeare). So far, there was no formal libretto. I never saw or heard of one, and I had many opportunities of judging, as the staff received invitations to be present when anything of supposed merit was to be acted. I will not deny that Sherlock Holmes, Captain Kettle, and books like "The Beetle" were the main areas from which the plots were drawn. And for a long time the histrionic wardrobe was limited to the contents of the coat racks and a few dust sheets borrowed from the kindly matron.

By this time the Saturday night play had become a tradition in the school. Each succeeding team of bigger boys, as winter came, took up its weekly duty of providing a play for each succeeding audience of younger boys, augmented by visitors on occasions, members of the staff and, perhaps, a servant or two.

Some of these productions were very crude and at times difficult to follow. But to the mind of the authorities they had certain very definite values; the spirit of acting was a

spontaneous growth; the whole business bristled with originality—in composition, or in adaptation, and especially in make-up, with so limited a wardrobe.

There came a time when a bright youth returned from his summer vacation with an extra box, which proved to be filled with a dream of colours in muslins and Eastern cloths, that a kind mother had packed in sympathy with the request of her son. For a time these were kept rigidly in seclusion, till, on a certain evening, I was invited with others to view a number of Eastern Tableaux, that were astonishing in ingenuity and beauty. At the close, one of the actors explained the connection of these tableaux and the plot that ran through them. Later, I wrote a short libretto and a little music, and a clever colleague painted a scene or two. This was given as a special Christmas play.

Such winter plays are now unbroken institutions. Last year the company gave its first public performance for charity, outside the school bounds. Be it remembered that in all these years there have been only a very few actors over the age of thirteen.

Visit, if you will, the largest, most expensive, and best organised preparatory schools in the land, and enquire how this Saturday night gap is filled. In most of them admirable arrangements are made for lectures, lantern-lectures, concerts and entertainments which are worthy of all praise. The gap has been filled—but too often with outside organisation that makes of the schoolboys only a well-behaved audience. This particular community has solved the problem of doing things for itself. The Saturday night gap has been filled by an "indigenous drama."

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Not only does acting in schools gratify the casuist in the schoolmaster, who may have qualms as to the possibilities for mischief in unorganised hours of day, but also it appeals to the educationist.

Once on the eve of an important performance I was engaged in guiding a youthful Santa Claus into the right attitude and effective clarity for declaiming in solemn and kindly fashion:

"Rich joys be yours! May heaven in fullest tide  
Flood the gay precincts of your careless hearts.  
Drink deep the cup that kindly love imparts,  
Enjoy the bounties of the Christmastide."

At the close, the Head came up. "That's very useful work." "Yes," I said, "it fills the gap." "Fills the gap!" he replied. "Why, man, it's an educational lesson, and a very valuable one. Better than any elocution lesson in class."

\* \* \* \* \*

One more reminiscence. This time of a formal elocution lesson.

I had chosen John Fletcher's—

"Arm, arm, arm, arm! the scouts are all come in.  
Keep your ranks close, and now your honours win."

No one of the class, though word-perfect, would let himself go; the essential fire was absent; self-consciousness hovered like a pall.

To me the spirit of the poem had been revealed years ago as I listened to Mr. Kennerley Rumford's masterly exposition of it on the concert platform, and from him I learnt to feel the magnetism of the soldiers' cry of "Hey, hey!"

I turned at last to my most promising pupil. Even he lacked the divine fire. "I could do it with a sword, sir," he said. There was the way; stupid that I had not seen it.

Quick now. A lath from the workshop, paper twisted into caps, belts tightened over coats! A make-shift panoply, but the trick was done. Swinging his blade, my aspirant lost himself in the scene he felt, and from the audient class came in vigorous and vibrant chorus: "Dub, dub," of the drums; "Tara, tara," of the trumpet; and the "Hey, hey!" of the pursuing host.

The latent spirit of acting had been released.

**"WHAT IS MATHEMATICS?"**

By Herbert McKay.

I do not propose to answer the question, "What is Mathematics?"—that is hardly necessary—but to enquire why such a question should be asked. The content of mathematics is not obvious, as is the content of history or geography, or indeed of arithmetic, or algebra, or geometry. No one asks, "What is arithmetic?"

The point I wish to make is that the various branches of mathematics have been taught as separate entities with little or no relation to each other. Geometry suffered badly in this way. Until recently there was no attempt to bring it into relation with other parts of mathematics. Arithmetic and algebra were forcibly kept apart even when the common sense of the student realised that there was no useful distinction. Cumbrous methods were purposely cultivated in arithmetic in order to exclude the simplifications that algebra would have introduced. In the same way trigonometrical methods were restricted to a certain group of problems. In more advanced mathematics the calculus was ruled out when it would have simplified processes and have given to the student a more powerful instrument than any he possessed. I remember being allowed a tantalizing glimpse at non-euclidian geometry and then having the door slammed in my face because it was not wanted for some examination or other.

Methods are better than they were twenty years ago, especially with regard to geometry, but a glance at almost any book on mathematics will show that subjects are still kept apart. In advanced mathematics this is a necessity. The extent of mathematics is so great that concentration on particular branches is the only means of doing useful work in it. But in the earlier stages a broad view of mathematics showing the relations between the different parts is necessary. Without this broad view much of the power of mathematics is lost. An example that will readily suggest itself is the association of algebra with geometry which gave us the powerful instrument of co-ordinate geometry.

Arithmetic is over-specialised and much of it might, with advantage, be cut out altogether. At a very early stage literal symbols may be introduced in generalisations. This is the natural means of introducing them. Elaborate exercises in the manipulations of these symbols are unnecessary from every point of view. Instead of this, arithmetical processes may be generalised at once, *e.g.*, the addition of fractions may be followed by the addition of fractions containing literal symbols; finding the square roots of numbers may be associated with finding the square roots of algebraical expressions, exercises on right-angled triangles, falling bodies, etc.

The best modern method of teaching geometry is to begin with exact drawing and measurement as a means of discovering geometrical truths. At this stage arithmetic and algebra may be used with advantage. The next stage is rudimentary reasoning. Following this a complete and exact system of geometry may be studied and criticised. Postulates and axioms are an adult necessity; children do not perceive their use until they have done some geometry. Hence in the first studies in geometry they may be left out altogether.

Trigonometry is something of a mystery to schoolboys. Very often it seems to them sheer perversity. The reason is that very few writers or teachers condescend to explain why the measurement of triangles is important. Ratio may very well be treated as a whole, arithmetically, algebraically, and geometrically. Tables of tangents, sines, and cosines may then be built up by measurement. It should be understood that such tables are only suitable for very rough work, but pupils should use them before proceeding to use the calculated tables. Simple surveying provides

easy and natural exercises associating arithmetic, algebra, and trigonometry.

The teaching of co-ordinate geometry in any shape or form in elementary schools has been condemned by the Board of Education. The transition from simple graphs is so natural, so easy, and so delightful that stern measures were necessary. However, the road is now effectually blocked, and pupils are driven to the dreary grind of unenlightened arithmetic. In secondary schools there is more liberty, but advantage is not always taken of this liberty. Co-ordinate geometry is the basis of mathematics. Furthermore, it combines exercises in algebra and geometry. It is infinitely more important than much of the algebraic manipulation that is taught, and incidentally it is easier. A large amount of what is taught as algebra might very well be scrapped to make room for co-ordinate geometry. Highest common factors and least common multiples, for example, have a very slight utility. Why not drop them altogether or confine them to a few self-evident cases. Exercises in substitution, which are useful, might take their place.

The calculus is usually deferred too long—so long that many pupils miss it altogether. Is it too much to say that pupils who know nothing about the calculus know nothing about mathematics? At any rate, no pupil at this stage ever asks, "What is mathematics?"

To sum up: mathematics should be taught as a unity so that the pupil may in every case use the best method available to him; much useless matter, especially in arithmetic and algebra, should be scrapped, in order to make room for more important developments; co-ordinate geometry and the calculus are so vital that they should be introduced at the earliest possible moment.

**A TALK ABOUT ARMISTICE DAY.**

By Reginald Berkeley.

On November 11th the thoughts of the whole nation will be turned back to the war which ended three years ago. Almost every able-bodied man, and no small number of women, will be thinking of their own actual experiences and the horror of the struggle. They will remember the waste of life, the suffering and the monotony of it. Many will recall the friends whom they saw struck down dead or in agony beside them. And if they think, as some will—I amongst them—gratefully of the good comradeship and the corporate bond of the common purpose, it will make them but the more determined that the common purpose of those spacious days shall be fulfilled, that the world shall be purged of militarism and imperialism.

But of what will the children think? They have no actual war experiences to which to turn back. Many will have suffered bereavement; but three years is a long time to a child, and cures most sorrows. And the danger seems to be that, if their thoughts are not turned in other directions, they will come to think enviously of the days of the war, and will regret for the sake of its romance that there is no war for them to take part in.

This possible evil can only be met by united action on the part of the teachers. If nothing is done to instil into children's minds a sense of the dire calamity of war, they will grow into manhood dominated by the same false, damnable creeds that we, the bulk of the adults of this generation, were brought up in. They will believe that people who love peace are strange, unnatural, cranky people only fit for mockery. They will believe that war is some divine manifestation of the doctrine of the survival of the fittest, that it is natural for man to fight, and that his passions cannot be controlled. And if the next generation should grow up in these beliefs, no League of Nations that we can establish now will be the very smallest protection against the cataclysms of war which they will certainly bring upon the world.

## ART.

**C. R. W. Nevinson and Eric Kennington.**

The autumn season has begun, and vigorously, with adjacent rooms at the Leicester Galleries filled with Nevinson and Kennington, with promise of a show by Albert Rutherston, of another of Lavery landscapes, of a variety of further interesting or provocative exhibitions.

Nevinson has a disintegrating effect on the aesthetic self-esteem of the critic. He does so many good things in so insolent a way that one begins to doubt whether any painting beyond that which is wholly effortless (and spontaneous art is no rarer to-day than ever it has been) has a more than contortionist value. This exhibition is as slick, as perfectly contrived, as nickel-plated, as an American soda fountain, and the artist, capped and aproned in white, mixes complicated but innocuous drinks with a prompt and efficient eye to the appetite of the moment. "Hampton Court" (No. 6). For this we need Whistlercum-Conder. And we get it. "Portrait of a Poet" (No. 5). The Quartier touch; Modigliani and an elongated simpler. "An English Landscape" (No. 17). Solid moderation in carefully blended browns and greens; Buxton Knight, with a flavour of Arnesby Brown; guaranteed to soothe. "A Paris Window" (No. 20). The very title points the way to so practised a painter, for a window in contemporary art is always viewed from *inside* the room (Matisse has ordered it), and from no window save a Parisian one is the spectator certain of seeing in the house opposite a young woman in corsets brushing her hair. "Rue Vallette" on the other hand is seen by the English artist abroad; by Sickert for example with Nevinson at his elbow.

And yet there is no escape, even by mockery, from the power and judgment of the best of these pictures. Nevinson, alone among our young painters, seems able to subdue stunt-technique to the needs of his subject. Sometimes he is bitter, but usually with reason; often he is very humorous; never does he misapply manner to matter. Study the American pictures—"Under the Elevated Railway" (9), "Through Brooklyn Bridge" (16), "Americanism" (21), "Down Town" (24), "New York: an abstraction" (26)—is not each right in its uncanny adjustment of form to spirit? Wherefore, at the last, one is faced with alternatives. Either art history and the evolution of technique are part of an immense fake imposed by generations of intellectuals on the credulous imagination of the foolish, or Nevinson has discovered something beyond the individual talents of the dozen schools, whose methods he can so brilliantly and so impartially reproduce.

From uneasy wonder at Nevinson's skill, one may pass, through an open doorway, to confident admiration of Kennington's Arab portraits. Large coloured cartoons, so vital, so expressive that their presence on the walls is almost an embarrassment—they mark surely the finest work Kennington has yet exhibited. It is idle to attempt appraisal of these vivid likenesses. Colonel Lawrence, who acts properly enough as introducer, says: "They are individual enough, speaking portraits of the men in many of their moods and attitudes; but often Kennington has reached behind the particular and made them also types.

These drawings are deep and sharp renderings of all that Western Arabians are." Coming from Lawrence, that should be sufficient. This show of Kennington's is important and beautiful, and must not be missed.

MICHAEL SADLEIR.

## CONGRESS ON THE HISTORY OF ART.

The Congress on the History of Art, initiated by the Société de l'Histoire de l'Art Français, took place at the Sorbonne, Paris, from September 26th to October 6th, under the presidency of M. André Michel.

A great gathering assembled, delegates having been invited from all countries with the sole exception of Germany. Four sections were arranged for discussion: Education and museum work, Western Art (with three sub-sections), Eastern Art, Music. Papers from England were presented by Mr. A. F. Kendrick, Mr. Eric Maclagan, Mr. Laurence Binyon, Sir Thomas Arnold, Sir Henry Hadow, Professor Baldwin Brown, Mr. Collins Baker, Mr. J. F. Fuller Maitland, Mrs. Arthur Strong, Miss E. M. Spiller, and Miss Evans.

At the opening meeting Sir C. Hercules Read, president of the British Committee, acknowledged the welcome given by M. Paul Léon, directeur des Beaux Arts, in the absence of the Minister.

The work of the Congress embraced organised visits under expert guidance to the Musée du Louvre, Versailles, Chantilly, Fontainebleau, Chartres, Rheims, and to certain valuable private collections, one of the most enjoyable features of these visits being a concert given in the Galerie des Glaces at Versailles. Social gatherings included a reception at the Hotel de Ville by the Municipal Council of Paris, by the Ministry of the Beaux Arts, and at l'Ecole du Louvre by the French Committee.

The Congress closed with a special illustrated lecture by Professor A. Venturi on "Art in the time of Dante." Other lectures were made more intelligible to the foreign members by means of the excellent slides used as illustrations.

The French press reported daily on the proceedings.

The great success of the Congress, shown in the enjoyment and appreciation of those participating, its distinct international character, must have gone far to recompense the French Committee for the infinite trouble taken by them, and may be taken as a welcome augury of the future in bringing the nations together for discussion of subjects of mutual interest.

**Endorsement of Art Teachers' Certificate.**

The Board of Education stated in paragraphs 5 and 8 of Circular 1214, dated 5th May, 1921, that they would be prepared, so far as might be necessary, to arrange a special examination in the Principles of Teaching and School Management for candidates desiring the endorsement of Art Teachers' Certificates.

The Board now give notice that, if a sufficient number of candidates apply for admission, they will hold a special examination at approved centres on Wednesday, the 7th December next, at 10-30 a.m. Admission to the examination will be restricted to candidates applying for the endorsement of the Art Master's Certificate or a Diploma of the Royal College of Art under the provisions of Circular 1214, and before admitting a candidate to the examination the Board will require to be satisfied that the candidate has otherwise complied with their requirements for the endorsement of Certificates.

The examination will be based on the syllabus published in the appendix to the Circular, and embodied in appendix C of the latest edition of rules 109.

Applications for admission to the examination must be made on Form 792 T., which should be sent through the Managers of a School of Art so as to reach the Secretary, Board of Education, London, S.W.1, not later than the 15th November. Copies of the form can be obtained on application.

A fee of 3s. 6d. will be charged to each candidate for this examination and must accompany the form of application.

## MUSIC.

## Text Books.

There is no more common misapprehension than the one that a text book tells us how we can make things. It does not. It only tells us how things have been aforesaid made. This is a point that can hardly be too much stressed just at this time when there seems to be a hope that text book writers are seeking a larger field for their labours, abandoning the idea that it is their business to instruct students how to write symphonies, sonatas, tone poems and what not, all containing all the ideas contained in the works of the great masters, except, perhaps, the masters' reasons for writing them. The titles of the majority of text books of to-day, coupled with the fact that most of them are written for children, leads us to hope for the perfect example.

What would be the perfect text book? In my opinion it should be an idly speculative inquiry into the intricacies of the subject it deals with. It must be speculative because it cannot properly be didactic, and it should be idle because only the idle inquirer can be disinterestedly fair to both his public and his subject. The text book should be a link between the artist and his audience, a grammar which explains to it the language in which he speaks. In short, a text book on music should be a help to the appreciation of music.

Now it is sometimes disputed by the amateur as to whether a knowledge of the grammar of a subject increases one's pleasure in it or no. Perhaps this is a point worth trying to clear up a little. In my opinion it is a foolish dispute over something that can be proved. It must be admitted that the majority of music lovers of all grades take more pleasure in music they have heard before, or know something about. This preference is surely founded upon a sort of grasp, scrappy or complete, according to their ability, of the line and structure of the piece. Think of a music hall audience singing some popular song about the benefits of the seaside air; notice the informative manner in which they give out the exposition, the route march swing with which they carry on the development and the crushing didacticism with which they yell the peroration and coda. They have no doubts, the song words helping them, of course, of the beginning, middle and end, their relative sizes and importance. Lest this be thought too low an example, think how much better the promenade frequenter enjoys the symphonies which he knows through having played them as duets. Or how much better we all like things when we "begin to understand them a little."

Here is an aspect of text books which their authors would do well to consider, which some indeed have considered, the possibility of a larger non-professional public.

RUPERT LEE.

## A Christmas Course in Education.

At Dornach, near Bâle, there is to be held a Christmas Training Course for Teachers, from about December 23rd to January 7th. It will be under the general direction of Dr. Rudolf Steiner, head of the Co-educational Experimental School at Waldorf, near Stuttgart, who will deliver a course of lectures covering the different stages of education and including the treatment of such topics as Adolescent Training, Aesthetic, Physical and Religious Education. Folk Plays and demonstrations of "Eurhythmies"—which must be distinguished from Eurhythmics—are being arranged. Further particulars will be found in our correspondence columns, where appears a letter from Professor Millicent Mackenzie, who is forming a party of British teachers to attend the course.

## CHRONICLE OF EDUCATION.

- Sept. 22—Under the presidency of Sir Hugh Bell, Sir Charles Parsons opened the new Technical Institute at Middlesbrough.
- Sept. 23—Dr. C. W. Kimmins lectured at University College on "The Future of the Montessori Movement."
- Sept. 24—The first fine for non-attendance at a day continuation school was levied at Kensington on a fourteen-year-old boy.
- Sept. 27—Lord Burnham gave an address to the pupils of the Bedford Grammar School.
- Sept. 30 & Oct. 1—The third Educational Conference organised by the Reading teachers was held at University College. The principal speakers were: Dr. Lyttelton, "Essentials in Education—Idealistic and Practical"; Mr. Norman MacMunn, (1) "A Re-casting of the Curriculum," (2) "Rewards and Punishments"; Dr. Eicholz, "Health and Education"; Mr. C. H. Blakiston, "Developments in the Teaching of Geography"; Mr. John Drinkwater, "Poetry and the Drama"; Professor John Adams, "The Idea of a Liberal Education."
- Oct. 5—An Exhibition of Arts and Crafts, organised by the Kent Education Committee, was opened at the Maidstone School of Art.
- Oct. 7, 8—Dr. Schofield of Loughborough College presided over a general meeting of principals of technical institutes at the Battersea Polytechnic. Discussions were opened by Principal Coles: "Technical Institutions and Universities"; Dr. Prentice, (1) "Mechanical Engineering Certificates," (2) "Cost of Technical Education"; Principal W. Neagle, "The Whitworth Scholarships."
- Oct. 8—Prince Henry reviewed the Boy Scouts and Girl Guides of Holborn in the grounds of the Foundling Hospital.
- Oct. 9-Oct. 15—Health week was observed in many local centres.
- Oct. 10—The Bishop of Birmingham presided over the Church Congress, which was addressed by the Archbishop of Canterbury in Birmingham on "The present state of public morality."
- Oct. 10—Mr. Justice Roche gave judgment in the King's Bench Division to the effect that servants in schools were domestic servants and not insurable persons under the Unemployment Insurance Act, 1920.
- Oct. 11—The Board of Education issued Lord Chelmsford's report on Juvenile Employment.
- Oct. 15—Under the presidency of Sir Henry Hadow, Vice-chancellor of Sheffield University, Lord Haldane addressed the annual meeting of the Secondary Schools Council.

## Some Appointments.

Rev. E. C. Pearce, D.D., Master of Corpus Christi College, as Vice-Chancellor of Cambridge University.

Mr. John Fraser, M.A., as Jesus Professor of Celtic in Oxford University.

Miss M. J. McDougal, as Organising Instructress of Physical Education under the Somerset Education Committee, *vice* Miss E. M. Pepper, resigned.

Miss M. Scott, as organiser of physical training under the West Suffolk County Education Committee, *vice* Miss J. K. M. Saunders, resigned.

## SCHOOL LIBRARIES IN AMERICA.

There used to be a tradition—probably started by some one who was too lazy to read—that a reader of books was more than likely not to be a doer of deeds. One needs but to call the roll of modern statesmen and men of affairs to prove the contrary—that the person whose intellectual contacts are broad and whose mental life is sharpened by the great world of print, is thereby more surely in a position to deal forcefully and judiciously with the tasks of our complex life. Civilisation and the use of print have extended together, each depending upon the other. From being the luxury of the privileged few the power to read has become the necessary tool of the many.

Whether the result of the large part books played in the war, or whether a feature of the quickened intellectual life that seems to characterise the post-war period, libraries promise to have unusual development in 1921. There has been constructive legislation—the kind of legislation that looks to the library as the servant of all the people. There has been wholesome extension of the activities of existing libraries. There has been enlargement of the conception of the library's place in our life.

A committee of the Library Department of the National Education Association has prepared a statement about libraries in education for adoption at the summer meeting of the association.

The standards of library development which this committee has set up are workable standards. Every educational leader who is charged with shaping public policy in such matters may well take careful notice of them and act accordingly. They are as follows:

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained (a) to love to read that which is worth while; (b) to supplement their school studies by the use of books other than text-books; (c) to use reference books easily and effectively; (d) to use intelligently both the school library and the public library.

2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

5. Every state should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognised as a necessary part of public instruction and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

### Miss Helen Parkhurst.

News has just been received from New York that Miss Helen Parkhurst, whose recent lectures in this country aroused so much interest, was taken seriously ill soon after her return to America. In consequence she has been unable to finish the "Handbook to the Dalton Laboratory Plan" which she is preparing, and which Messrs. Bell hoped to have ready for publication this autumn. The latest report, however, indicates that her condition is improving and that she hopes to resume work shortly.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Cambridge.

Last December the Senate rejected the proposal to admit women to full membership of the University. The alternative of a separate women's university met the same fate in February. This last month, on the 20th, the compromise scheme giving women admission and degrees (under certain "safeguards") known as Grace I was lost by 908 votes to 694. Grace II, conferring titular degrees, was thereupon carried by 1012 to 370. The reception of the result of the voting was according to press reports followed by riotous scenes which all who are no longer undergrads. will term disgraceful.

### Numbers at Oxford.

There are fewer undergraduates this year—or so it seems at the time of writing—3,940 as compared with 4,181 last year. Of these 1,073 are freshmen. Christ Church has 300, New College, 296; Balliol, 250. The women's colleges, however, show an increase, 667 as compared with 625 in 1920.

The library at Barnett House, for some time the best equipped in the matter of books and periodicals on social, economic, and political subjects, has been overhauled during the vacation and expanded. A club-room has been added for the benefit of associates. The list of lectures includes a course on "The Evolution of Economic Organisation and Thought since 1914," the first of which was given on "capitalism" by Sir George Paish.

### Holland Park and London University.

The L.C.C. invited the Board of Education and the Senate of London University to explore the possibilities of the Holland Park site before taking further action on the Bloomsbury proposal. The Vice-Chancellor has replied that the acceptance of the Government's offer of the Bloomsbury site was influenced by the Council's approval and promise of a third of the Government's contribution. A portion of the Bloomsbury Site is already occupied and under these circumstances the question can hardly be re-opened with the Government on the initiative of the Senate; but the latter would co-operate with the Government should they wish to explore the possibilities of the Holland Park site.

### Reading University College.

That will still be its title for some time—so the Privy Council has decided. It does not feel that the college has yet reached a position that would justify the grant of a charter as an independent university. In number of students and in income it falls short of other institutions enjoying university rank. The Council of the college, while remaining unanimous and firm in its conviction that independence and release from present disabilities are conditions absolutely essential to its healthy development, appreciates the terms of the Privy Council's decision and has resolved to apply itself with renewed ardour to compassing its ambition. Reading College was founded in 1892.

### Juvenile Employment.

According to the Chelmsford Report on Juvenile Employment there are over 300,000 boys and girls who leave the public elementary schools in England and Wales each year. They are dealt with either by advisory committees appointed and maintained by the Ministry of Labour—130 of them have been established—or by choice of employment committees acting as sub-committees of the L.E.A. under the Education (Choice of Employment) Act of 1910. These exist in 100 areas. The report recommends that one or other system should be universally adopted, and there is a distinct leaning towards making the Local Education Authority the solution of present difficulties. In that case the 1910 Act would require amendment to make it obligatory instead of permissive.

## BLUE BOOK SUMMARY.

### Humanism in the Continuation School.

This is the title of Educational Pamphlet No. 43, prepared in 1918 by Mr. J. Dover Wilson, one of His Majesty's Inspectors, at the request of Mr. Frank Pullinger, Chief Inspector of Technical and Continuation Schools. It is issued from the Office of Special Inquiries and Reports, and we are warned that the views expressed in the book are not necessarily those of the Board. But they are the views of Mr. Wilson, and indicate "one possible line of approach" to the study of the humanities.

Coming, as they do, after a study of the working of evening continuation schools as a means of widening the intellectual horizon of young people who cease full-time education at fourteen, they have a special significance and value in the larger problem facing the day continuation school.

The problem Mr. Wilson has set himself is to devise a humanistic course for the Henry Strakers, aged fourteen, in the continuation schools; and humanism means the awakening and liberation of Henry's human spirit; giving him powers of self-expression and making him conscious of his true function in society. And if Henry is to do this the industrialism and culture, which have hitherto been playing hide-and-seek, must be brought face to face. It is not technical instruction that he stands in need of so much as an understanding of the results of technical achievement. Henry must be brought to find, like Walt Whitman, eternal meanings in the labour of engines and trades and fields.

In outline, the course he suggests is this: First year—Social and industrial history, with a local bias; second year—economic geography of the world, with a local bias; third year—the chief European peoples and the way they live; fourth year—discussion of modern political and social problems. As an alternative the third year course might take up either a further study of history; or an intensive study of the locality; or a biographical introduction to imperial history—and any of these would be followed up by the course on European peoples. The remaining chapters of the book go into details of methods and subjects, and the continuation school library—a most important element. It is here, doubtless, that discussion will find scope, and discussion is what Mr. Wilson asks for his essay.

### School Servants and the Unemployment Act of 1920.

In the King's Bench Division, Mr. Justice Roche delivered on the 10th of last month an interesting judgment of far-reaching importance on the question whether school servants were insurable persons under the Unemployment Insurance Act of 1920. The Minister of Labour had said they were, and the Headmasters' Conference decided to challenge this opinion. The problem was this: Section I of the Act lays it down that, subject to the provisions of the Act itself, all persons of the age of sixteen and more engaged in certain employments specified in Part I of the first schedule, not being employments specified in Part II, shall be insured against unemployment. The excepted employments in Part II include "domestic servants"—they are not insurable unless the "employed person is employed in any trade or business carried on for the purposes of gain." If therefore a school "was a trade or business carried on for the purposes of gain," then the cook, a butler, a cleaner working therein was an insurable person. If not, not; and Mr. Justice Roche has said "not" both times.

The schools concerned in these test actions were the public school of Rugby; the old Grammar School at Brigg; and a proprietary preparatory school at Farnborough, Hants. At Rugby there was a butler in the headmaster's house, a cook in one of the houses, and a cleaner employed

by the governors. At Brigg it was the case of a cook at the boarding house of the headmaster; and at Farnborough the ordinary domestic servants. The judge first settled that the cleaner was a domestic servant within the definition of Pearce v. Lansdowne (69 L.T. 316), viz., persons whose function it is to be about their employers' persons or establishments for the purposes of administering to the needs or wants of such employers or of those constituting the members of such establishments, or of those resorting thereto, including guests. Having settled that he had to decide the general question whether the establishment came within the exception to the excepted employment—were they carried on for the purpose of gain within the meaning of the Act? Schoolkeeping and the work of the schoolmaster might be a business. It had been so described in many decisions, but the judge said he found little help from them to enable him to construe the particular Act in question. In his opinion the effect of the words of the excepting clause (quoted above) was to accentuate the commercial nature of the business which was being dealt with by the Legislature. "School-keeping, which was a profession requiring certain personal characteristics, was not either a trade or business carried on for the purposes of gain within the meaning of the exception. There might be a commercial element or taint, yet essentially it was not commercial. A school was an organisation or an institution for the training, nurture and education of young minds and was not a trade or business within the words of the schedule"—and therefore the cook, the butler, and cleaner were not insurable persons.

The Brigg case was obviously covered by this decision and the same judgment followed. The case of Messrs. North and Ingram's preparatory school had been argued before Mr. Justice Roche last June, when he reserved his judgment, and in giving it now he said that he could not draw any distinction between a private proprietary school and a public school. The private school provided for the general training and nurture and education of the young, and although the commercial element was more prominent, it was not sufficient to turn it into a business for the purpose of this particular Act. The result was that the employees were not insurable persons within the Act.

### Comment.

The decision of Mr. Justice Roche to which we refer elsewhere proves, if proof were necessary, that the law is not such an unreasoning "ass" as Mr. Bumble would have us think it. Though as a writer in our columns last January pointed out, the law seems reluctant to draw any hard and fast line between trade and profession, it will, if the necessities of the case demand it, refuse to confound the two. A Minister of Labour is under no pressing obligation to draw nice distinctions where his particular department is concerned—and for him a cook employed by Messrs. Lyons and a cook employed by the master of Rugby are in the same category, both are employed in businesses carried on for the purpose of gain. He now must take a narrower view. As F. D. Maurice long ago pointed out one kind of business deals with men as men; the other with external wants and occasions of men. The private schoolmaster is indebted to Messrs. North and Ingram for the part they have played. It is not the first time that Farnborough school has been the subject matter of a test case. In 1918 was successfully resisted the Crown's claim that the proprietors of a preparatory boarding school were not exempt from payment of excess profits duty under Section 39 of the Finance (No. 2) Act, 1915, and Mr. Justice Sankey held that the respondents to the Crown's appeal carried on a "business" which was a profession within the meaning of that section, and therefore not chargeable.



## ASSOCIATION NEWS.

### The Federation of Independent Schools.

The Federation of Independent Schools is endeavouring to secure assistance from Local Education Authorities for Independent Schools on the ground that the efficiency of those schools is gravely threatened through the action of the State and that a comparatively small amount devoted to maintaining the efficiency of such schools would ultimately secure a very large saving of public money.

### The College of Preceptors.

At the last Council meeting it was announced that four meetings of the College would take place at the Conference of Educational Associations on the 4th, 5th, 6th, and 7th of January, and that Professor John Adams had consented to deliver at those meetings lectures on "Recent Developments in Educational Practice."

It was reported that the Newfoundland Council of Higher Education had invited the College to resume its conduct of the examinations of school pupils in Newfoundland, which had been interrupted by difficulties of transport occasioned by the war.

A letter from the headmaster of a school which had made use of the College Certificate Examinations as a test of school work contained the following passage: "I feel we owe a great debt of gratitude to your College. I have found your examinations a great stimulus to school work, both on the part of the staff and the children. I have all along regarded the papers set in the various subjects as extremely fair and very thoughtfully compiled. I have found too, that the best teaching, by which I mean methods which appealed most to a pupil's intelligence and avoided cramming and learning by rote, produced the best results in the examination mark sheets, and this I consider to be the best test of the value of an examination."

A sum of £50 was placed at the disposal of the Library and Lectures Committee for the purpose of purchasing new books for the Education Section of the Library.

The Dean of the College, Miss Bennell, and the Rev. H. M. Thorpe were appointed the representatives of the College on the Joint Committee for the Physical Education of Girls.

The following resolution was adopted:—

"That the President of the Board of Education be informed that the efficiency, if not the existence, of independent schools is seriously threatened by difficulties in securing the services of competent teachers, occasioned by the operation of the School Teachers (Superannuation) Act, 1918, and that he be asked to take such steps as may be necessary to equalise the conditions of service in all efficient schools."

### The Education Guild.

The Education Guild opened its Autumn Session on Friday, October 7th, with a pleasant social gathering. Invitations were restricted to members of the Guild only, and after a short musical programme, those who were present had the pleasure of hearing the President, Sir Wilmot Herringham, K.C.M.G., M.D., on the subject of the future developments of the association. Sir Wilmot, in speaking of the hope of the Council that the Education Guild would provide a meeting place for all educationists, pointed out that there was always one thing that was essential in every profession, and that was solidarity and a united front. This, he said, could only be achieved by a wider social intercourse between the members. Unless all the different sections of the teaching world occasionally came into contact with each other, they would never really understand each other. To illustrate this, Sir

Wilmot mentioned his own profession, in which all the different branches, the surgeons, the physicians, the consultants, and the general practitioners are united in the British Medical Association, an association which has brought about an enormous improvement in the standing of the medical profession, and which was itself brought into being by co-operation and understanding between the members of the profession.

The teaching profession has still to find that solidarity which Sir Wilmot rightly declared to be essential. Each different section of the teaching world may be solid in itself, may have—and quite rightly—its own specialised association to safeguard its own interests, but the teaching profession as a whole will never show a united front to the world until the secondary teacher, the elementary teacher, the kindergarten teacher, and the technical school teacher are in the habit of meeting at some common centre for discussion and friendly intercourse. It is in the hope of bringing this about that the Education Guild exists.

The Education Guild has arranged a most interesting series of fortnightly lectures, to take place at its headquarters during the autumn. On October 25th, at 8-15 p.m., Dr. Walford Davies will lecture on "School Music," illustrating his remarks with gramophone records. On November 11th, at 8 p.m., Dr. P. B. Ballard will give an address on "Mental Tests," an especially fascinating subject to most teachers at the present time.

On November 25th, at 8 p.m., the Guild is arranging a meeting to discuss a burning question of the times, namely: "What co-operation is possible between parents and teachers in order to bring about a more satisfactory result in education as a preparation for life?" Dr. T. P. Nunn will speak on "Co-operation in Education," and it is hoped that all who are interested in the question both from the teachers' standpoint and from the standpoint of the thoughtful working classes, will attend and take part in the discussion. Non-members of the Guild may attend any of these lectures by obtaining a ticket (1s.) beforehand from the General Secretary, The Education Guild, 9, Brunswick Square, W.C.

### Local History in Portsmouth.

The Portsmouth education authority has dedicated a small volume of local history to the children under its care. The book is written by Mr. Henry J. Sparks, lecturer in history at the Portsmouth Municipal College, and printed locally. It is called "The Story of Portsmouth." Not many towns may have such a fascinating record, but other authorities might follow a lead in this matter.

### Schools and the Drama: The Arts League of Service Dramatic Company and its work.

Schools and colleges are realising the value of the Arts League of Service Dramatic Company's renderings of short plays, old folk songs, and dancing to classical music. Repton and Bedales, Wye Agricultural College, and the Friends' Girls' School, York, were equally keen in their appreciation of the performances recently given them, and many other schools in various parts of the country have testified their delight in these fresh and unusual entertainments. Darlington Training College students are eagerly looking forward to the three days' visit arranged for the autumn, as a start from their newly-formed dramatic society, for the lead given by the A.L.S. in "how it should be done" and the kind of plays to produce, is quite invaluable. The drama is being more and more recognised as an asset in educational work, and there is hardly a school nowadays that does not encourage the acting of plays, whether Shakespearian or modern. Those interested should write to the Hon. Secretary, A.L.S., 1, Robert Street, London, W.C.2, as the Company is now busy booking dates for the autumn and may not long have any vacant ones.



## PERSONAL NOTES.

**Mrs. Wintringham, M.P.**

Mrs. Wintringham, M.P. for Louth, was born at Silsden, near Keighley, and trained as a teacher at Bedford.

Mrs. Wintringham taught at Ilkley, and afterwards became a head mistress at Grimsby, until her marriage gave her greater scope for public work in connection with the social and intellectual life of the town.

At some time or other she has acted on no fewer than twenty public bodies, including the local Housing Committee and the Grimsby Education Committee.

**Professor H. Jackson, O.M.**

Henry Jackson, Regius Professor of Greek in Cambridge University, died on September 25th, aged 82 years. He was born in Sheffield and educated at Cheltenham College and Trinity College, Cambridge, becoming Third Classic in his year.

At his death he was Senior Fellow of Trinity, and for a time was Vice-Master. For many years he was a member of the Council of the Senate at Cambridge. He was a reformer in matters affecting the University, and took great interest in all that related to the higher education of women. A keen Liberal, he was prominent in the movement which led to the abolition of University tests in 1871.

**Mr. G. E. Rudd.**

Mr. George Edward Rudd, headmaster of Stonegate School, Leicester, and some time captain of the Leicestershire cricket team, succumbed to an operation and died recently aged 55 years.

He was silver medallist of Manchester Grammar School and Goldsmiths' exhibitor of Brasenose College, Oxford, afterwards serving on the staff of the Wyggeston School, Leicester.

**Professor J. K. Charlesworth, Ph.D., M.Sc.**

Dr. Charlesworth has received the appointment to the newly-instituted Chair of Geology in the University of Belfast.

He is a distinguished graduate of Leeds and of Breslau, and will take charge of the geological department formerly under the care of Dr. Dwerryhouse, who is now at Reading University College.

**Miss E. E. M. Creak.**

Miss Creak was the first head mistress of the King Edward High School for Girls, Birmingham.

An oak tablet, which is to be placed in the assembly hall, was recently presented to the school by the Old Edwardians Girls' Association as a tribute to the memory of Miss Creak and as part of a memorial, the remainder taking the form of a fund to provide prizes for girls leaving school. The inscription on the tablet is:—

"In affectionate remembrance of Edith Elizabeth Maria Creak, born 1856, died 1919. First Head Mistress of this School, 1883-1910."

**Professor P. Barbier.**

Paul Barbier, Professor of French Language and Literature in the University of Wales, died at Croydon.

He was the second son of Pasteur G. Barbier, of the French Protestant Church in London, was educated in Paris, and became French master at Felsted and later at Manchester Grammar School.

M. Barbier received a special letter of thanks from King Edward for his efforts in promoting goodwill between Wales and France.

He married Euphémie, daughter of Professor Borneat, and his son Paul is the Professor of French Language and Literature in the University of Leeds.

## NEWS ITEMS.

**The Class Teachers' Conference.**

The class teacher representatives owe a debt of gratitude to their colleagues at Portsmouth for the admirable manner in which they were entertained.

Owing to the difficulties of the times and to the distance of Portsmouth from the north, the attendance was lower than usual, but the debating ability was well maintained.

Miss Aston won golden opinions both for her presidential address, excellent in matter and delivery, and also for her guidance of the proceedings.

**Income Tax Deductions.**

Teachers in the London service have their income tax deducted, generally speaking, in July by the County Council, but they are now to have the option of deductions by monthly instalments. The new plan will apply also to the administrative staff.

Its general adoption would mean that a large sum in interest would accrue to the Council and, at first, part payment for two years would be deducted in one.

We think that comparatively few will avail themselves of the privilege.

**Child Labour.**

The Manchester City Council have decided that the present system of employing school children in the morning and evening shall be continued. By a narrow majority the Council rejected the proposed new by-law recommended by the Education Committee prohibiting the early morning delivery of milk and newspapers by young children.

**A Gift from Yale.**

In order to strengthen the bonds of friendship between America and Scotland the University of Yale has presented sixty-six volumes to the University of Aberdeen. The inscription in each book is:

"Presented to the University of Aberdeen by the Yale University Press in recognition of the sacrifices made by Scotland for the cause of liberty and civilisation in the world war, and to commemorate the part played in the struggle by the eight thousand Yale graduates in the services of the Allied Governments, 1914-1918."

**Film Censorship.**

One is scarcely surprised at the demand of the conference of the National Council of Women for a national board of film censors to consider all films to be shown to children, for if the pictures be anything like certain lurid advertising posters their influence can only be detrimental.

**The King's Medallist.**

The honour of receiving a gold medal from the King in person falls to the lot of the top boy each year in the King Edward VII Grammar School, King's Lynn; this year it was won by John William Smith, son of Mr. Allison Smith, headmaster of Litcham School, Norfolk.

**Ignorant Criticism.**

The volume and intensity of criticism concerning education during the past month only serves to show that its enemies are gathering their forces for a concerted attack and as a preliminary they are creating an atmosphere.

**East London College.**

East London College has been altered and improved and 240 new students have been admitted.

The premises have been redecorated and new features affect the library, common rooms, lecture rooms, laboratory accommodation, and the equipment of the mechanical and electrical engineering departments.

## LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

SIR,—The decision of the British Association Committee on an International Auxiliary Language is neither robust, patriotic, nor assuring. It is questionable whether the Committee acted within its province by affirming, without proof, that the adoption of English as the International Language would arouse the jealousy of other nations, seeing the use of French in diplomacy does not excite jealousy in Europe. Have not Sweden and Belgium, if not other nations, moved towards English being the recognised International Language? Why should a British Committee call in the opinion of other nations? Was it not its duty to press the claims of English, leaving foreigners to support or reject the proposal, seeing it has not voted in favour of Esperanto or Ido?

If English were adopted as the International Language the Committee recognised the need for certain reforms in spelling, to make it easier for international use, this adjustment, it says, being preferable to learning a new language. This is an important pronouncement, and it is to be hoped the B. A. and other institutions will endeavour to bring about the desired reforms, not only in the interests of foreigners, but of our people at home and throughout the British Empire.

Yours, etc.,  
H. DRUMMOND.

Rydal Mount, Hetton-le-Hole.

## Education as a Fine Art.

To the Editor of THE EDUCATIONAL TIMES.

Dear Sir,—Recent writers on Art have been emphasising the view that all art is self-expression, using the term *self* to include not only the *artist* but the *material* worked upon. The statue is already in the marble; the sculptor sees it and adopts means to bring it out. Pictures are already in the colours; the true painter shows them forth.

So with education. The teacher, if a real artist, seeks not to impose himself on his pupil, but rather with master hand to reveal the child to himself, to help him to right self-expression in that atmosphere of freedom which all true art demands. To do this implies for the teacher just what is required for all other arts, viz., knowledge of the material (in this case human nature) and of the underlying principles of his art; a sure technique and above all vision. This view of the teacher as "artist" is one of the deep impressions remaining after a recent visit to the Swiss educational centre at Dornach, near Bâle.

An electric tramway leads upwards from Bâle to a spur of the Jura mountains, where, nestling on the wooded slopes, the little villages of Arlesheim and Dornach overlook the valley of the Birs.

Above these villages rise the domed grey-green roofs of the Goetheanum, a spacious building which includes lecture theatre, stage, and all necessary arrangements for the lectures, dramatic representations, eurhythmy, and all the many educational activities associated with this great institution. Its director, Dr. Rudolf Steiner, a well-known writer, scientist, and spiritual teacher, is devoting special attention to the problems of the "free" school, the training of teachers and experimental schools. The already famous Waldorf School, with its 500 boys and girls, supplemented by a continuation school for factory workers and classes for parents, is under his direction.

He first trained the teachers, and now keeps in close touch with the institution, which presents some very interesting features. Experiments are being carried out in the teaching of language (all children learn to use English, French, and German), general history, crafts, etc., and especially in eurhythmics, which affords opportunity for self-expression in speech, music, dramatic and plastic art, as well as an excellent physical training.

At Dornach itself there is a small experimental school (the Swiss unfortunately do not favour research schools) and a training college for eurhythmy teachers. It is hoped that soon a centre for the general training of teachers for "free" schools may be established there.

In view of the importance of the above movement, a Christmas Course (December 23rd to January 7th) has been arranged, so that English and American educationists may have an opportunity of hearing Dr. Steiner and of studying at first hand these new developments in training and experiment. Full provision is being made for translations, and discussions will be carried on in English.

Village folk plays will be performed and eurhythmic demonstrations given. If wished, a private class for eurhythmy can be formed. A personally conducted travel party is being arranged for those who desire it.

All further information as to programme, fees, fares, accommodation, etc., can be obtained from—  
56, Russell Square, W.C. 1.

MRS. MACKENZIE.

## The Dull Girl.

To the Editor of THE EDUCATIONAL TIMES.

DEAR SIR,—In view of the interest which is now being taken in the problem of the dull girl, I think that the results of a year's experiment which was carried out in 1905 or 1906 in one of the large county schools under the Central Welsh Board may be of interest.

There were a number of girls in the lower school of about twelve or thirteen years of age who were obviously incapable of profiting by the ordinary course of study of the forms to which they belonged, and who were a serious drag on the progress of the other pupils. It was felt that they needed to work more slowly. Would they do better if they were all put into one form and carried along at the pace of which they were capable of moving? The headmistress decided to try the experiment. A staff meeting was called and volunteers were asked for, who would enter enthusiastically into the work and so put the experiment to a real test on its positive side. The headmistress, the history mistress, the mathematical mistress and I volunteered. At the end of the first term we compared notes. The result was not promising. There was no spring in the class but a terrible dead level. Literature was the only subject where there was any real progress—they were beginning to read and to recite intelligently and to like Scott.

The experiment, however, was continued for the whole year, then came a serious consultation. What was the considered judgment of those who had given themselves with enthusiasm and energy to the experiment? We were unanimous in pronouncing it a failure. It was not good for these dull girls to be kept together in one form because:

- They were all dull and were chiefly engaged upon work which they one and all thought dull.
- There was an entire lack of spring and enthusiasm which the presence of more intellectual children would have given, and which often carries even the dull ones along with it.
- Only very rarely was there a chance of a hearty good-natured laugh at mistakes, because generally there was no one but the mistress to see them.

There was one subject, however, which I have omitted to mention, and which, I believe, they all enjoyed, namely, the cookery lesson, and here they did all achieve a hearty laugh at a mistake. An air hole had been purposely made in a pie at a previous lesson. The next thing made was a boiled fruit pudding, and one girl carefully made an air hole in that too! It is on the practical side that these girls shine. During this year of experiment one of the mistresses was taken seriously ill. The dull girl cookery class had learnt to make beef tea. One member had made some afterwards at home and her mother had pronounced it very good. Did we want some for the sick mistress, and if so might she make it? I accepted gladly, and for a month good fresh beef tea was supplied at regular intervals.

During the war I heard of the beef tea girl again through a soldier brother. She was a capable nurse in a big war hospital, doing splendid work. It is on the practical and energetic side that the dull girl intellectually is often quite capable. It seems to me possible that the system of co-partnership, which is being recognised to-day as an important factor in education, may help to bring the dull girl into her kingdom much earlier than she usually attains it. Coupled with a worker of quick intelligence but not very capable hands, she may prove the real helpmeet for the completion of the work by illustration in drawing or some other handicraft. She would have to learn much of the subject in hand from her partner in order to illustrate it and would probably make considerable mental effort in order to have a share in the work. She might be capable of still further effort, namely, to do her partner's work with another dull girl.

Yours faithfully,  
M. E. MAYDWELL.

Enderby House, Amberley.

## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### The Crank at Large.

"With his sanguine, full-blooded temperament, he was inclined to make more promises than he was able to perform, and sometimes to forget them as easily as they were made; but even the victims of his carelessness, though they made angry comments, did not suspect him of wilful deception. They merely said, 'He would have made his mark in politics.'"

This passage is taken from the first chapter of a book which has been published recently by Mr. William Heine-mann under the title "The Chronicles of Dawnhope," at 7s. 6d. net. The writer is G. F. Braby, already well known as the author of "The Lanchester Tradition." In his preface Mr. Braby says that the educational world is seething with new ideas—new psychology, new theories of discipline, new methods of teaching, new subjects to be taught, new forms of expression. Everywhere they find a few fanatical supporters and a few fanatical opponents. Most people (headmasters included) are sometimes attracted by them, sometimes repelled. Time will sift them; whatever is valuable in them will remain and grow old, whatever is futile will be forgotten on the scrap heap. Meanwhile they are new ideas, and, as such, they are fair game. If they cannot stand the test of laughter they will not stand the test of time. And if we are never to laugh at new ideas because a few people insist on treating them as new religions and a few others cannot distinguish between fun and fact, we shall become a nation of megalomaniacs, like the Germans before the war.

From this I gather that Mr. Braby is resolved not to take himself too seriously. It is an admirable decision and ought to be made the basis of a pledge or vow, to be taken by all teachers. It might indeed form one of the Conditions of Registration that all applicants should be prepared to sign a declaration of this kind:—"I, John Smith, being of sound mind, hereby declare that I intend to refrain from thinking myself important in relation to the great work of teaching on which I am engaged. I promise to be ready at all times to laugh at myself, and as I criticise others so I am prepared to be criticised in my turn. I am resolved to treat teaching as a pleasant adventure and to withstand all efforts of official and elected persons to convert it into a wearisome grind. I will steadfastly resist every temptation to believe that teaching can be reduced to a system or formula, or that the infinite diversity of human nature can be reduced to uniformity by any pedagogic pill or nostrum." I suspect that Mr. Braby would sign this or any similar pledge with a cheerful and becoming alacrity, for his book is a stimulating and provocative criticism of the type of headmaster who is easily infected by notions. It is, perhaps, to be regretted that the principal figure in this amusing caricature is somewhat overdrawn. He is not the simple-minded acceptor of novelty but an astute advertiser and more than a little of a Pecksniff. He knows the value of press publicity and circulates attractive paragraphs concerning his school and its doings in a fashion which is not wholly unfamiliar. Here is the summary of his first communication to the Press:

"DAWNHOPE."

#### AN EXPERIMENT IN CIVIC TRAINING.

The war has taught us the necessity of replacing the old methods of Prussian discipline, hitherto in vogue at our public schools, by a carefully-thought-out system of graduated training in the exercise of civic duties.

The normal child passes through three stages in the course of its civic development:—

I. 0-4.—Period of passive and unquestioning obedience.

(We are here told that for the sake of symmetry Dr. Tregarras had originally written 0-6, but as his youngest son, aged five, had that afternoon flatly refused to obey parental commands and been sent howling to bed by his mother, 4 was substituted for 6 in the draft.)

II. 4-12.—Period of intelligent obedience, consciously directed towards the development of the judicial and administrative faculties.

III. 12-19.—Period of active participation in the affairs of the community, proceeding by definitely marked stages:—

(a) Form (or Set) Justice.

(b) Form (or Set) Administration.

(c) School Justice.

(d) School Administration.

It is assumed that by the time he enters his public school a boy will have reached the third of these stages.

This is the document which was published in at least two papers, and a weekly of advanced views made it the text of an article entitled, "A Rift in the Clouds," while an eminent crank was said to have remarked in private, "Dawnhope will give a new impulse to education."

How Dawnhope proceeded to give this new impulse is recorded in a series of entertaining chapters wherein the author pours genial satire over "Mr. Joseph"—so called by reason of his interest in dreams and their interpretation—and over certain other diverting aspects of modern methods in education. I do not gather that he condemns these methods or indeed that he has thought very deeply about them. What he perceives is the vital fact which is so often ignored by enthusiasts, namely, that the human boy often reacts in a totally unexpected fashion to schemes which are intended for his good. In our educational zeal we sometimes forget that we are not dealing with passive material, which can be arranged and shaped to our liking, but with human nature, a plaguey difficult thing. The difficulty affords no excuse for being supine or indifferent but it does furnish a reason for hesitating to impose new schemes and devices on schools and teachers by mere edict. Your enthusiast will not be content to bask contentedly in the warmth of his own self-approval. He wants others to share his joy and to adopt his fancy, and where he is in a position of authority he can make himself a devastating nuisance by demanding that others shall play the game which happens to be his favourite one at the moment. Probably the support of others, even if it be blindly or reluctantly accorded, serves to minimise his own inner questionings and doubts. That is, perhaps, the reason why men are not content to be vegetarians, teetotalers, non-smokers, simple-lifers, or psycho-analysts for their own amusement. They want recruits, and if they cannot get volunteers, they are willing to apply a kind of conscription and to invoke the aid of the law. Hence comes the peril of crankiness in high station and the danger of turning cranks loose in our schools. Mr. Braby's book is a healthy corrective, and those who cannot find cause for at least one chuckle on every page ought certainly to resign all connection with education.

SILAS BIRCH.

## REVIEWS.

## Education.

THE PROJECT METHOD OF TEACHING: by John A. Stevenson.  
The Macmillan Co. 9s. net.

The Project Method has made a certain amount of stir among the more progressive of our teachers. They are always on the look out for anything that will make demands on the thinking powers of their pupils, and they are accordingly attracted by a proposal to get school children to engage upon certain projects that will involve definite purpose and planning out. No doubt the more thoughtful among them realise that what are usually called problems are in a way projects. Professor Stevenson appears to be aware of this, for he sets out an elaborate distinction between a mere problem and a project. He quotes many definitions of "problem," none of them quite satisfactory, and one cannot but think that there is an element of pedantry in this section. When he comes to *project*, however, he gets down to business and gives at any rate a clear and intelligible definition: "A project is a problematic act carried to completion in its natural setting." The essential element is the phrase "in its natural setting." A problem connotes to our author something belonging to the school, something that demands planning and thought, no doubt, but that can be dealt with entirely within the school walls and without direct reference to anything outside. Further, it must be carried to completion: he lays great stress on what he calls the "sense of result."

So far we can follow and agree. The distinction is a clear and useful one. But this "natural setting" introduces a source of fundamental difficulty. The practical teacher, when invited to adopt the Project Method, always feels himself pulled up by the danger of interfering with the systematic instruction that up till now has been regarded as the very essence of education. If *problem* is largely "intellectualistic in its connotation," it is on that account all the more suitable for the orthodox school curriculum. *Project*, on the other hand, invites us to go out of school and take up a stand in the practical everyday world. It is true that Professor Stevenson has a chapter-section on the point: "Projects need not cut across subjects of the curriculum"; but it cannot be said that he satisfies the demands of the practical teacher. The final two chapters do make a real contribution to this practical problem, Chapter VII dealing more with the project method in real life, while Chapter VIII supplies examples of how the method may be worked in with the various school subjects. But even at the end the practical teacher will not be wholly satisfied. He will feel that the method can be applied only partially, and must be made to fit in with the conditions under which he must of necessity work. Probably American teachers never realise one great handicap under which we work on this side. There are examinations in America, but they do not there have the devastating effect they produce on this side. Probably no one influence has exercised such a deleterious influence on English education during the past half century. The chief obstacles in the way of the Dalton Scheme and the Project Method is the external examination. J.A.

THE AMERICAN UNIVERSITY: AN AUSTRALIAN VIEW: by E. R. Holme, Angus and Robertson, Sydney. Obtainable from the British Australasian Book Store, 51, High Holborn, W.C. 1. No price quoted.

In the first sentence of his introduction the author proclaims this as an *abiblion*: "a book only in appearance." It is really the more discursive parts of a report prepared in connection with the "Administrative Committee of the Australian Universities." It was written largely at sea, and remote from books of reference. All this is rather flattening, and we do not turn to Mr. Holme's pages with any excessive expectations. But the book emphatically justifies its publication. Written by an Australian Professor of English Literature, it makes a fresh presentation of the American University system as viewed from the antipodean standpoint. There is nothing in the book that is new to one familiar with American educational conditions. But well-known facts are presented from a new angle. It is comforting, for example, to learn that there is no undue tendency in Australia to imitate American University methods. The "College President" is as unattractive to Australian University men as he is to their colleagues in the old country. Mr. Holme finds a tendency among the American University reformers to fall back on British models, and on the whole he is inclined to

think that the Australians are content with their present British traditions, though naturally he finds many points in which we have something to learn from the United States. He tells us, indeed, that "from the point of view of University development in America, I am perplexed by Australian indifference." The Australians ought to learn, for example, to avoid the American tendency to waste by lack of specialisation. Each of the Australian Universities should develop, in addition to all-round training, a speciality in which its students would get the highest training available in the world. We in England have not ourselves learnt this lesson in the economics of efficiency. Here, as in America, each university wants to teach everything. On the matriculation requirements Mr. Holme has a good deal to say that is eminently sensible. It will startle many English readers to learn that the High Schools of America adopt a leisurely attitude quite free from the hustle that we are apt to think permeates the whole of American life. The High School processes "need ample allowance of time, and do not tend to overwork. Pupils may overtax themselves in private study. The school never overtaxes them." The chapter on the Dormitory will be found interesting, and also that on University and Community. It is difficult to make an organised review of this book from its very nature; but taking it in the spirit in which it is offered, it will be found to be useful and stimulating. C.C.C.

SILENT READING: WITH SPECIAL REFERENCE TO METHODS FOR DEVELOPING SPEED: by John Anthony O'Brien.  
The Macmillan Co. 8s. 6d. net.

It is now generally admitted that most people read much more slowly than they might when they are reading for information. In reading poetry, on the other hand, we are in no hurry. We want to read with intervals between the cantos: we want to savour what we read. In a well-known manual we are told that a certain professor claims to read at the rate of seventy words per second—which would enable him to read *Paradise Lost* in twenty-four or twenty-five minutes. But who wants to read Milton at this rate? Having made clear that we recognise that not all reading should be rapid, we are free to enlarge upon the need for speeding up ordinary informative reading. Professor O'Brien here brings before us certain experiments he has made in improving the speed of reading by pupils from the third to the eighth grades in American schools. He begins by an analysis of the methods of testing eye movements by photographic and other methods. As a result of his investigations he finds that speed of reading is increased not so much by diminishing the time given to perceive a certain number of letters, but by gradually increasing the number of letters that the eye can grasp at a time. The increase of the span of perception in reading is the psychological means of increasing the reader's speed.

In the various grades Professor O'Brien had two classes of exactly equal ability and subject to precisely the same conditions of reading, except that one class had practice in reading rapidly while the control class did their work in the usual way without any special attention to speed in reading. The result was that the children under speed training gained on the average 110 words per minute as compared with the gain of 64 words per minute that came to the control class as part of the ordinary progress of education. Expressed in percentages the specially trained gained 56 per cent. as compared with 25 per cent. in the case of the control class. An interesting point is that this increase in speed was accompanied not by a diminution of comprehension but by a slight increase. "The average gain of the experimentals was 0.9 per cent. as against a loss of 0.7 per cent. for the controls—a final average superiority in gain over the controls of 1.6 per cent. in comprehension." All this is very encouraging, and should warm the heart of Mr. Graham Wallas, who many years ago opened a mild crusade against the habit of teaching reading only by the process of reading aloud. His contention that silent reading greatly accelerates the rate at which pupils can read is fully sustained by the investigations here set forth by Professor O'Brien. It has to be admitted that there is something peculiarly disagreeable about some of the methods of testing eye movements, but the practical teacher need have nothing to do with these. He may calmly take the professor's demonstrations for granted and confine himself to the practical deductions made in the text. These are certainly worth the attention of every teacher. J.A.

(Continued on page 528.)

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LEEDS and GLASGOW.

A SHORT HISTORY OF NEWNHAM COLLEGE, CAMBRIDGE: by Alice Gardner. Bowes and Bowes, Camb. 7s. 6d. net.

Here we have in 140 pages all that it is necessary to know about what may now be fairly called a famous Cambridge College. To others must be left the fight for priority in time. Miss Gardner contents herself with a plain but sub-enthusiastic narrative. One wonders what the present Newnham girls think of their predecessors, particularly of the five original students whose faces and dress fashions are immortalised in the photograph facing page 2. But if the modern young woman does not understand those who blazed the trail for her, Miss Gardner certainly does, and the book forms a very satisfactory bridge between the old students and the new. The story is well and sympathetically told, and the present is a very suitable time to read it, since by the time this appears in print it is to be hoped that Cambridge will have gracefully conceded the last ditch in the fight against women's university education and graduation. The book is well illustrated. The initiated reader will note with admiration the ingenuity with which the whole of the buildings are included in the photograph opposite page 100, by the expedient of representing one of them by its shadow.

S. K.

### Mathematics.

EASY CALCULATIONS AND ACCOUNTS: by W. S. Beard. (Methuen.)

A handy little volume, giving within small compass a summary of useful short operations in household arithmetic and workshop calculations, with an outline of the principles of book-keeping.

### English.

PUBLIC SCHOOL VERSE, 1920-1921.

This anthology comes from Mr. William Heinemann, and forms the second annual volume of selections from contributions sent in to the editors from over seventy schools in the British Isles. The editors say that the first volume was an experiment, and that they are now about to convert the experiment into a habit—if possible, an annual habit. They also declare that the verses are offered to the public, not as being of unusual merit, but as representing not unfairly the highest level of verse-writing reached in the public schools during the past year. Of this it may be asked what possible justification there can be for publishing verse which is not of unusual merit or for turning what should be ordinary school exercises into a competitive struggle between schools and even between rival verse-makers in the same school. There is also the unpleasing restriction to the "Public" Schools. On this basis the competition excludes any future Browning, Burns, Keats, or Blake. Of the verse printed in this volume, some shows considerable skill and a rare feeling for natural beauty, but it is to be hoped that the youthful writers will not be led to think that they are born poets, and therefore absolved from the necessity of learning to think and to shape their thoughts.

HANDBOOK TO A PRACTICAL COMPLETE PHONETIC ALPHABET: by George Clark. (Nelson and Sons, for the Carnegie Trust.)

We are afraid the people who are too inert to be instinctively in favour of spelling-reform will never have patience to read this treatise. As with so many reforms, it is not reasoning that is required so much as stimulus. Mr. Clark intends the accompanying reading-books to facilitate the process of learning to read. But surely children learn to read as early as is good for them. Where they waste their time and energy so shockingly in learning to spell correctly in writing.

GENERAL PHONETICS: G. Noël-Armfield. (Heffer. 5s. net.)

We need a book in English on general phonetics. Sweet's Primer repels so many by its system of notation. Mr. Noël-Armfield's book is simple and attractive, as well as fairly comprehensive. We are not presented with anything original, and we have the usual hopeless definition of a vowel which requires us to believe there are no vowels in whispering, and the usual classification of the English initial sounds in *yet* and *vet* as fricatives, while a diphthong is still spoken of as "two vowel sounds," and Mr. Noël-Armfield confidently maintains Sweet's view of the distinction between tense and lax vowels—a view which may yet prove to be right.

If the book is not quite up-to-date in some respects, and rather sketchy in others: in the matter of intonation, for example, and clicks, it will certainly serve as a useful introduction to an indispensable subject.

### Modern Languages.

FRERES DE GUERRE: par Madame Denise Aubert. (Hachette. 8 francs.)

An interesting war story of two boys who leave their own village on the approach of the Boches. Printed and illustrated in the usual excellent style of the "Bibliothèque Rose Illustrée." FRENCH VERB CONJUGATION: by A. Watson Bain, M.A. (Methuen. 2s. 6d.)

Those who desire a separate book of verbs will find this one useful. The tense endings are in thick type. Interrogatives, negatives, passives, reflexives given fully. Also useful things, such as the conjugation of *Il y a, je viens d'arriver, je suis en train de porter*. The chief irregular verbs are fully conjugated, and there is a list of all irregular verbs with their chief parts given.

UN PEU DE RIRE FRANÇAIS AVEC TRANSCRIPTION PHONÉTIQUE: par G. Noël-Armfield et Louis M. Brandin, Ph.D., L.-ès-L. (Cambridge. W. Heffer and Sons, Ltd. 2s. net.)

Contains a very useful introduction on pronunciation and phonetic script. Then follow eighteen humorous passages in phonetic script, and finally their transcription.

OXFORD PLAIN TEXTS.

From the Clarendon Press we have three vols. of the Oxford French Plain Texts, 1s. net each. These handy little volumes, in limp cloth, contain about fifty pages each. The volumes received are: "De Paris a Bruxelles en Diligence," by Théophile Gautier; "Le P. C. des Quatre-Cheminées," by Louis Gillet; and "Le Fort de Vaux—Extraits du Journal du Lieutenant-Colonel Reynal." The last two are war stories. "Le Fort de Vaux" is particularly interesting.

SIEPMANN'S FRENCH SERIES—Elementary. (Macmillan and Co. 3s. 6d.) "Manque de Munitions": by A. Dumas (père). The story is adapted and edited by Rev. S. T. Collins, M.A.

Siepmann's French Series for Rapid Reading. (Macmillan and Co. 2s.) We have received two volumes of Alfred De Musset's comedies in this excellent series: "Fantasio. On ne saurait penser à tout" and "Carmosine." Each volume contains a short introductory notice on Musset, and about two-and-a-half pages of useful notes, besides lists of words and phrases.

HARRAP'S BILINGUAL SERIES. (1s. 6d. net per vol.) Italian-English, 2 vols. "Capitan Doderò," by A. G. Barili, and "Gli Idiotti," by Joseph Conrad. The volumes will be most acceptable to private students. The translations are good and occasional footnotes explain difficult words and phrases. There are also short introductory notes on the author's French-English. "Introduction to French," by J. E. Mansion. Contains a synopsis of grammatical forms to which reference is made later by numbers. On the left-hand pages are French passages followed by the phonetic transcription and then the English translation. On the right-hand pages are vocabularies and notes.

BLACKIE'S LITTLE FRENCH CLASSICS.

"Le Trésor du Vieux Seigneur," by Erckmann-Chatrian, edited by F. W. M. Draper, M.A. (9d.) is a valuable addition to this series.

In Blackie's "Episodes Mémorables de l'Histoire de France" we have "Procès et Exécution de Louis XVI" (1s.), taken from Louis Blanc's "Histoire de la Révolution Française." There is a good historical introduction in English. Follow forty-one pages of text with footnotes in French (on matter not language). The vocabulary is given by pages. This is a handy little volume, well printed, and bound in limp cloth.

SOME ITALIAN BOOKS.

From the University of Chicago Press come three volumes printed in very clear type, on excellent paper, and strongly bound. Price \$1.50 net. Post paid, \$1.60.

"L'Italia," by Wilkins and Marinoni. The authors aim to give "in a simple Italian style an adequate introductory survey of Italy, present and past." They have certainly achieved their aim. The volume also contains useful notes on pronunciation and a complete vocabulary. There are twelve excellent full page illustrations and a map of Italy.

"Tristi Amori" of Giacosa, Edited by Altrocchi and Woodbridge. There is a good introduction on Giacosa by T. A. Smith, a bibliography, eighty-three pages of text, thirty pages of very useful notes, and a vocabulary.

"First Italian Book," by Wilkins. This book is designed to enable the student to acquire a good understanding of written and spoken Italian. A student using this book together with a reader will make much better progress than by using a grammar book of the formal type.

**French.**

FIRST LESSONS IN FRENCH: Mary Baguley. (Edward Arnold. 2s. 6d.)

Some charming illustrated readings for children and a useful list of *ordres et gestes* for struggling pedagogues.

PRIMER OF FRENCH PRONUNCIATION: by S. W. Grace. (Methuen and Co. 3s.)

A rather old-fashioned book with hardly any diagrams. The most promising feature is the careful attention to orthoepical lists. But unfortunately these are not accurate. We are told, for example, that back *a* is found universally before *gu* or *l mouillé*. But it isn't. And there is too much arguing.

CONTINUATION SCHOOL FRENCH: Randall Williams and Walter Ripman. (Dent.)

Like all the work Mr. Ripman has had a hand in, this book is plentifully supplied with useful exercises on the Direct Method—not scrappy, as in some Direct Method books, nor difficult as in too many others.

LE FRANÇAIS RENDU PLUS FACILE: by E. G. le Grand. (Hachette.)

This is a Direct Method book for beginners. In the early stages the questionnaires are supplied with answers, a device which has a good deal to be said for it.

LE PETIT CHAPERON ROUGE: Petite Comédie Enfantine avec Chansons et Rondes accompagnées de Musique: by Lady Bell. (Hachette. 1s. net.)

An attractive title which does not lead to disappointment. There is a plan for a dance among the other delights to be found in this book. Buy it!

SIEPMANN'S FRENCH SERIES FOR RAPID READING. (Macmillan and Co. 1s. 3d.)

Une Guerre en Sonora and Le Salteador.

Un Montmorency and Le Cocher du Maréchal C. Le Lorgnon. La Canne de M. de Balzac.

These rapid readers have all the usual merits of Mr. Siepmann's productions. It may be remarked that anyone who really digested and assimilated the vocabularies at the end of one of these readers would never need another.

JUNIOR FRENCH COURSE: by E. J. A. Groves: Second Year. (Blackie and Son. 4s. net.)

One must admire and encourage editors who prepare such abundant questionnaires and exercises as this book contains. The chained compositions are especially good.

**Geography**

A SKETCH-MAP GEOGRAPHY: by E. G. R. Taylor. (Methuen and Co. 5s.)

This is certainly a novel book. It consists of a large number of "maps" supplemented by brief notes. The intention of the compiler is that these maps shall be the basis of study. They are really comprehensive sketches and diagrams higher than maps, and contain a great many facts of build, climate, productions, etc. The basis of the method is the search for "contributing factors." The treatment is a great advance on the old memorising of information, for the student certainly has to think out his conclusions. Whether he thereby of necessity arrives at *correct* conclusions is another matter. Yet on the whole we prefer this modern approach, though the information and "reasons" thus gleaned will need to be amplified by considerable reading of the older-fashioned informative and descriptive kind.

THE WORLD: by Leonard Brooks. New Regional Geographies, Book IV. (University of London Press. 7s. 6d.)

This volume forms the fourth and final instalment of the series of New Regional Geographies which has been edited for the University of London Press by Mr. Leonard Brooks, Lecturer in Historical Geography at Birkbeck College and an Inspector of Schools under the London County Council. The present volume aims at giving a summary of the regional and general geography which should be known to a boy or girl of sixteen. A general account of the chief natural regions of the globe is followed by more detailed accounts of the British Isles and of the remaining countries of the world. There are excellent maps and diagrams, and exercises follow each section. The whole forms a comprehensive text book, which will be useful as a supplement to school lessons. It is, perhaps, somewhat too concentrated and full of matter for use as an independent work by children in any but the highest forms.

**General.**

SIR EDWARD COOK, K.B.E.: A BIOGRAPHY: by J. Saxon Mills. Portrait frontispiece, pp. viii, 304. (Constable and Co.)

It is fitting that Sir Edward Cook, who wrote excellent biographies himself, should in his turn become the subject of one. Mr. J. Saxon Mills had the advantage of association with Sir Edward Cook in journalism, and he brings to his task a close personal knowledge and high esteem, together with the required degree of literary skill. The result is a book which is extremely interesting, revealing, as it does, a character which was full of pugnacity, yet never pugnacious in the ordinary sense. The record gives full attention to Cook's journalistic career and to the ills and scorns with which it was attended. Three times did he find himself compelled either to subordinate his convictions or to abandon a paper which he had done much to make prosperous. Three times he decided to maintain his own views and to retire with his soul intact. The quiet confidence with which he made these grand refusals stamps him as a man far above the ordinary, and one who was remote in spirit from much of the practice of modern journalistic enterprise.

FIRST IMPRESSIONS IN AMERICA: by John Ayscough. (John Long. 16s. net.)

Our authors of to-day occasionally choose pseudonyms which are disarming in their simplicity. It is rumoured that the rural-sounding pen-name of Mr. Ernest Oldmeadow veils the identity of one who carries on a successful wine business in urban Soho. Mr. John Ayscough is not a simple dalesman from Yorkshire but a dignitary of the Roman Church, known to his friends as the Right Reverend Monsignor Count Francis B. D. Bickerstaffe-Drew, a designation which furnishes ample syllabic justification for his chosen pseudonym.

John Ayscough has been to America, and like many other scribes who have visited that stimulating country, he has been impelled to record his experiences and to pay grateful tribute to the kindness of his hosts. This written tribute apparently supplements the verbal one which is noted again and again in such phrases as: "At the station we bade farewell with sincere regret to our kind friends."

The story is quite simple and unpretentious, with the special merit of being free from any effort to teach the Americans their business or to draw large conclusions from the observations made on a trip of nine months' duration. The author is puzzled to account for prohibition, and is impressed by the "foreignness" of America.

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## PUBLISHERS' ANNOUNCEMENTS.

### Music Catalogues.

From Mr. Harold Reeves, 21, Shaftesbury Avenue, London, W.C. 2, we have received a copy of an interesting and useful catalogue, devoted entirely to books on music, musicians and musical instruments. This is the first time that such a list has been issued by a British bookseller.

Mr. Reeves occupies a unique position in the bookselling world, a large staff and extensive premises being devoted entirely to musical literature. In addition to old and rare works, he is able to supply the most recent and modern books on music and musicians. Special attention is given to the making of collections on any branch of the art and science of music.

The following catalogues are in preparation :—

A Collection of Folk-Songs, Traditional Airs and Ballads of various Countries and Races, including a choice assortment of Old English Song Books and a small selection of literature relating to the above-named subjects.

Old and Rare Music and Musical Books of the 17th, 18th and early 19th centuries.

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### Geo. Philip and Son.—The Imperial Institute Map of the Metal Resources of the Empire.

A map of the chief sources of metals in the British Empire, with diagrams of production for 1918, has just been published for the Imperial Institute, by Messrs. Geo. Philip and Son, Ltd. It has been prepared under the direction of the Mineral Resources Committee of the Imperial Institute, and is a new edition, much amplified, of a similar map issued by the Imperial Institute in 1918, which had a large sale. The present map consists of three sections: a general map of the world on Mercator's projection, a series of inset maps of British countries and a separate set of diagrams of metal production.

On both general and inset maps British possessions are shown in red, mandated territories in light red, and foreign countries in yellow. Deposits of metals are indicated by special letters, and their approximate localities by symbols, of different colours, worked deposits being distinguished from unworked. The letters are sufficiently large to be visible several feet from the map. In the general map are tabular lists of the principal metallic deposits in each part of the Empire.

The inset maps, all drawn to a uniform scale of 160 miles to the inch, include South Africa, British Columbia and Yukon, Eastern Canada, the British Isles, Southern India and Ceylon, Burma, British Malaya, Eastern Australia and New Zealand.

The diagrams of production give the outputs of eighteen principal metals in each country of the Empire for the year 1918, the amounts being illustrated proportionately by red coloured rectangular strips. The outputs of the world are similarly shown, the proportion of total British production being indicated.

The map is of size 35½ by 44 inches and is procurable from the Imperial Institute or from Messrs. Geo. Philip and Sons, Ltd.; either in paper, folded in an envelope, at 5s. 6d. net (postage 4d.) or mounted on rollers for wall use at 12s. 6d. net (carriage extra).

The map will be invaluable for purposes of reference, and also for educational purposes in connection with the teaching of the commercial geography of the Empire.

### B. T. Batsford's New Publications.

There is a peculiar charm about the delicate technique of pencil drawing which has become more popular of recent years than at any time during the nineteenth century. Although a great deal of masterly work was executed in this medium by such men as Constable, Turner, Ingres, and others of their periods, yet it is curious that for many years so facile a medium of artistic expression was rarely used except for the execution of studies preliminary to painting. It has been left for more modern artists, such as Muirhead Bone, F. L. Griggs, and the Pencil Society to revive the practice of pencil drawing, which at last has obtained adequate representation in our galleries and exhibitions of graphic arts.

In view of this increasing popularity of pencil work, it is surprising that for so many years no comprehensive volume has been published which is devoted entirely to this branch of art. Such a book, "The Art of Pencil Drawing," will however be published this month by Messrs. B. T. Batsford, Ltd., under the authorship of Mr. Jasper Salwey, A.R.I.B.A., who has devoted years of study to the production of a thoroughly comprehensive volume. As well as providing a great deal of sound practical instruction, accompanied by a fine collection of pencil drawings by the older masters, Mr. Salwey has had the co-operation of all the leading pencil artists of the day, which has resulted in an attractive volume of 122 representative drawings.

One of the particularly noticeable features of contemporary life after the war is the largely increased amount of attention and interest devoted to the graphic arts. This manifests itself in a number of different ways, but in one form or another it means that many people are seriously trying to acquire a knowledge of drawing, in some cases, no doubt, as a recreative study, but in many more as a definite occupation, or as a means of supplementing their incomes. Courses of study are eagerly followed up or classes attended on black and white work, poster designing, fashion drawing, figure study and its application, and similar subjects. It is difficult to gauge at present what the effect of this movement will be. No doubt many of those who are studying have little natural aptitude for art and will realise in due time that a correspondence course affords no royal road to a remunerative artistic career.

On the other hand this study is bound to bring about an increased understanding and appreciation of the graphic arts, which is all to the good. The considerable literature that is growing up round these subjects will shortly receive an addition by Mr. Allen W. Seaby's "Drawing for Art Students and Illustrators," which will be issued immediately by Messrs. Batsford. Mr. Seaby teaches at the University College, Reading, and his work lays great stress on the importance of faithfulness to the fundamental principles of the art, and the necessity for serious and thorough study. He deals with such subjects as the bias of fashion, edge study, drawing from memory, convention, related or grouped figures, etc., etc. The book is illustrated with seventy reproductions in sepia of drawings by old masters and modern artists.

### Cambridge University Press.—The Cambridge War List.

The War List of the University of Cambridge, 1914-1918, which will be published early in December, is based on the work undertaken by the Executive Committee of The Cambridge Review during the war. The valuable material compiled by Mr. J. Austin Fabb has been revised and added to under the editorship of Major G. V. Carey, and the present volume gives as complete a list as the records available permit of Cambridge men

## CHANGE OF ADDRESS.

Please note that the Office of The Educational Times is now at

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All letters, articles, and books for review should be sent to this address.

who served in H.M. Forces. This list is limited to persons who served in some branch of the Army, Navy, or Air Force coming within the scope of the official Service Lists, and it does not include the names of those who only became members of the University after their war service; but even so it contains nearly 14,000 names.

The book is arranged by Colleges, the names under each College being in alphabetical order and the date of matriculation being given with each entry. The particulars of service recorded are rank and regiment, number of times wounded, distinctions; in the case of the fallen, the date and, when known, the place of death; in the case of those who obtained the V.C., the account from the *London Gazette* of the act for which it was awarded.

An index of names and a summary, showing the numbers in the various Colleges of those who served, fell, obtained distinctions, etc., are included in the book.

#### University Correspondence College.

The opening of the new session has seen the addition of several new tutors to the resident staff of University Correspondence College, especially in science.

For Chemistry there is Mr. J. Krizewsky, a First Class Honourman in Chemistry at the London B.Sc. examination; and for Engineering Mr. A. S. Wallis, B.Sc. (Lond.), who, in addition to First Class Honours in his subject was first in Electrical Engineering at the London City and Guilds final examination; also Dr. W. Beckett Burnie, who after taking First Class Honours in Engineering at B.Sc. gained the D.Sc. two years later with a thesis on "Absorption in Dielectrics."

Physics is strengthened by the appointment of M. Rigden, B.Sc. (Lond.) (Honours in Physics).

Classics are not yet quite dead, and are represented among the new tutors by M. Watts, M.A. (Lond.), who took both the B.A. Honours Degree and the M.A. in Latin and Greek.

At University Tutorial College, which provides students of University Correspondence College and others with laboratory practice and oral teaching, there have been several new appointments, including A. V. H. Adams, M.A. (Camb.), Honours in

Mathematics; G. Boyd-Smith, B.Sc. (Lond.); L. C. Fox, M.A. (Camb.), First Class Honours in Natural Science; L. W. Godward, B.Sc. (Lond.), First Class Honours in Chemistry.

#### A School Newspaper in French.

We have now had the opportunity of examining several numbers of the new weekly newspaper for schools printed in French and published by Messrs. Evans Brothers, Montague House, Russell Square. The journal is admirably printed and produced and the pictures are such as are certain to be interesting to children. The literary contents are well chosen and the publication is likely to be of service in schools where French is taught on modern lines. There is, of course, no attempt to grade the contents, but the matter provided ranges from comparatively simple French to the more difficult extracts from contemporary newspapers. The grading can therefore be done by the teacher and the junior pupils using the paper will always have the stimulus of seeing the more difficult extracts and of familiarising themselves gradually with the appearance of literary French. The new enterprise has certainly made a good start and is deserving of success.

#### On Books.

In the course of an address at Sion College, London, Mrs. S. A. Barnett said:

"In my young days we had only a few books, such as 'Swiss Family Robinson,' 'Robinson Crusoe,' 'The Daisy Chain,' and 'Pilgrim's Progress.' We read them over and over again, evolved our own experience in relation to the tales and embedded them in the foundation of our mental edifice. Nowadays children have access to a multitude of books, picture-papers, and illustrated magazines, which they turn over without care. Not reading the same books they cannot compare their impressions, nor support each other's disapprovals or enthusiasms."

## LONDON HOSPITAL MEDICAL COLLEGE AND DENTAL SCHOOL.

The Medical College of the London Hospital is fully equipped to meet modern requirements. The various departments are under the direct control of University Professors or Lecturers, who devote their time entirely to work in their department, and who are assisted by a number of Demonstrators. The Hospital contains 950 beds and is the largest General Hospital in England. Its position in the neighbourhood of the extensive docks, factories, and workshops of the East of London renders it for accidents one of the largest Hospitals in the world. The Wards, Out-patient, and Special Departments present a wide field for clinical instruction, and afford exceptional opportunities for acquiring an extensive and practical knowledge of all phases of disease.

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## PUBLICATIONS RECEIVED AND SHORT NOTICES.

*(A short notice may be followed by a longer review in a later issue.)*

- EDWARD ARNOLD AND CO.  
A Commercial Arithmetic: Book II: by E. Sankey and M. Tomlinson, M.A.: 2s. net.
- G. BELL AND SONS, LTD.  
The Development of an Indian Policy (1818-1858): by G. Anderson, C.I.E., M.A., and M. Sudebar, B.A., B.Sc.: 5s. net.  
Plane Geometry: Practical and Theoretical: by V. le Neve Foster, M.A. Vols. I and II. 3s. each net.  
Botany for Students of Medicine and Pharmacy: by F. E. Fritch, D.Sc., Ph.D., F.L.S., and E. J. Salisbury, D.Sc., F.L.S. 10s. 6d. net.  
The Wealth of Nations: an Inquiry into its Nature and Causes: by Adam Smith, LL.D. Vols. I and II. 12s. net (not sold separately).
- BLACKIE AND SON, LTD.  
A Book of English Prose: by S. E. Winbolt, M.A. 3s. net.  
Elementary Mensuration of Solids: with Examples on density: by R. W. M. Gibbs, B.A., B.Sc. 3s. net.  
Elementary Physics: First Year's Course: by Wm. Cameron, A.R.C.S., B.Sc. 3s. net.  
Textile Mechanics: by Thomas Woodhouse and Alexander Brand. 3s. 6d. net.  
The Ground Work of the War: by C. H. K. Marten, M.A. 1s. 6d. net.
- WILLIAM BLACKWOOD AND SONS.  
Passages for Paraphrase, Interpretation, and Precis: by D. M. J. James, M.A. 2s. net.
- CAMBRIDGE UNIVERSITY PRESS.  
Selections from Virgil's Georgics: edited by John Masson, M.A., LL.D. 4s. net.  
The Economics of Everyday Life: a First Book of Economic Study, Part II: by Sir T. H. Penson, K.B.E., M.A. 4s. net.  
A Manual of the Dutch Language: by B. W. Downs, M.A., and H. Latimer Jackson, D.D. 6s. net.
- CHAPMAN AND HALL.  
The Directly-Useful Technical Series.  
Metric System for Engineers: by Charles B. Clapham. 12s. 6d.
- THE CLARENDON PRESS.  
The Genius of Greek Drama: Three Plays, being the Agamemnon of Æschylus, the Antigone of Sophocles, and the Medea of Euripides, rendered and adapted, with an Introduction by Cyril E. Robinson.  
Mathematical Education: by B. Branford. 7s. 6d. net.  
Fourteenth Century Verse and Prose: Edited by Kenneth Sisam. 7s. 6d. net.  
Practical School Gardening: by Percy Elford and S. Heaton. 3s. 6d. net.  
Cowper—Poetry and Prose, with Essays by Hazlitt and Bagehot. 3s. 6d. net.  
The Catilinarian Conspiracy, from Sallust and Cicero: partly in the original and partly in translation: edited by H. E. Butler. 3s. 6d. net.  
Il Giorno; by Giuseppe Parini, edited by A. F. Johnson. 3s.
- COUNCIL OF EDUCATION, JOHANNESBURG.  
The Rudiments of Relativity: by J. P. Dalton. 5s. net.
- J. M. DENT AND SONS, LTD.  
Methods and Results of Testing School Children: by Evelyn Dewey, Emily Child, and Beardsley Ruml: illustrated with charts, diagrams, and pictures. 15s. net.  
Rapid German Course: edited by Walter Ripman. 3s. 6d. net.  
Everyman's Library: edited by Ernest Rhys. 2s. 6d. each net:  
(a) Fiction, from the Fifteenth to the Twentieth Century.  
(b) The Growth of Political Liberty.  
(c) The Golden Treasury of Longer Poems.  
(d) Livy's History of Rome: translated by Canon W. L. Roberts. In five volumes.  
(e) Lucretius: On the Nature of Things: a metrical translation by W. E. Leonard.  
Letters from China and Japan: by John Dewey and A. C. Dewey. Edited by E. Dewey. 9s. net.
- The Children's Garland of Verse: gathered by Grace Rhys: with eight coloured illustrations by Charles Robinson. 7s. 6d. net.
- GEORGE G. HARRAP AND CO.  
Harrap's Bilingual Series. German-English.  
German for the Traveller: by J. S. Keyworth. 1s. 6d. net.
- HARVARD UNIVERSITY PRESS.  
The Manuale Scholarium: translated by Robert Francis Seybolt. 10s. 6d. net.
- HEINEMANN.  
The Chronicles of Dawnhope: by G. F. Bradbury. 7s. 6d. net.
- HOLDEN AND HARDINGHAM, LTD.  
Nature Lover's Library.  
Vol. 10. Nature Lessons with Plants: by E. Kay Robinson.  
Vol. 11. Nature Lessons with Animals: by E. Kay Robinson.  
Vol. 12. Grasses and Rushes and How to Know Them: by Stanley G. Johnson, D.Sc., F.R.E.S.  
Vol. 13. Everybody's Book of Astronomy: by E. G. Fenner, B.A. 1s. each net.
- HODDER AND STOUGHTON, LTD.  
The Tools of Man: by John Hill. 2s. 3d. net.
- W. AND A. K. JOHNSTON, LTD.  
Edina Geographies. Book III: Asia: by Thomas Franklin. Manila covers, 1s. 8d. net; cloth back and stiff sides, 2s. net.
- E. AND S. LIVINGSTONE.  
The Principles of the Law of the Sale of Goods: by Henry Aitken. (Livingstone's Educational Series). 10s. 6d. net.
- LONGMANS, GREEN AND CO.  
The Book of the Grenvilles: by Henry Newbolt. 7s. 6d. net.  
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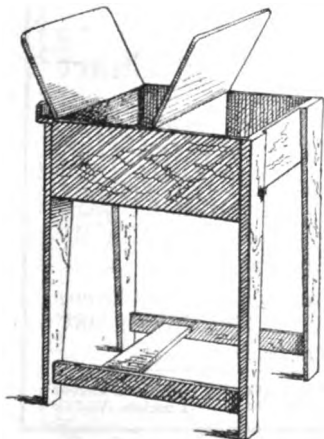
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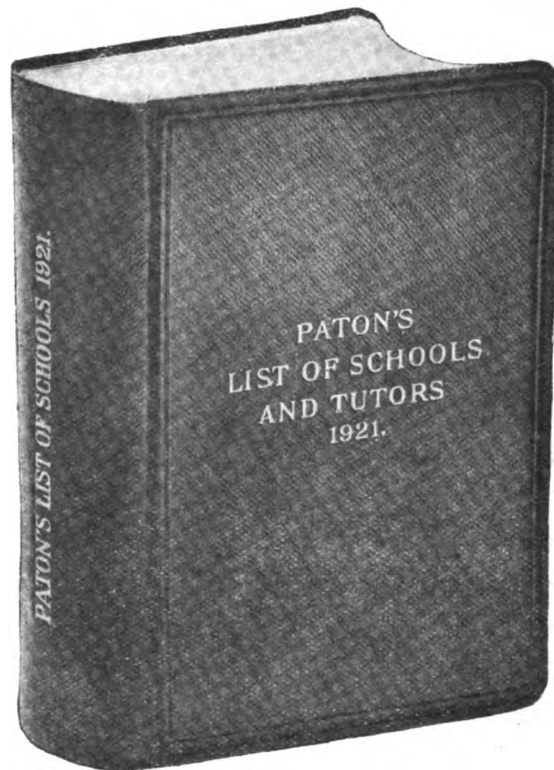
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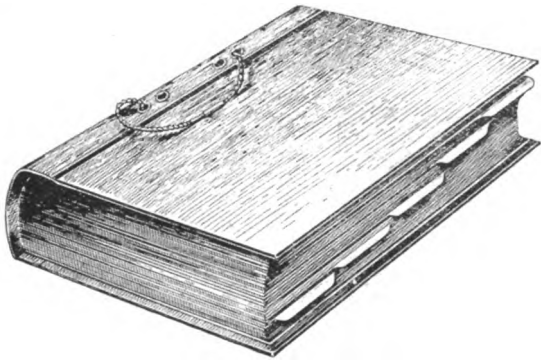


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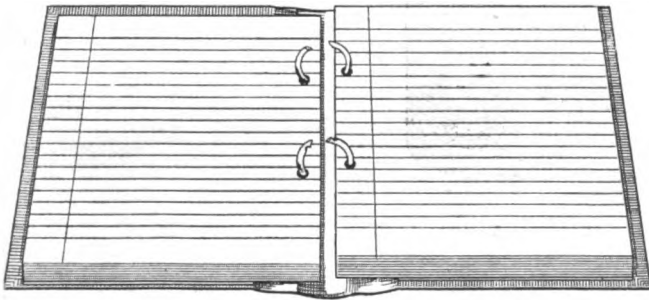
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# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

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DECEMBER, 1921.

## NOTES AND COMMENTS.

### The Threat.

There is a widespread feeling of apprehension lest the Economy Committee which is presided over by Sir Eric Geddes should advise the Cabinet to make a serious reduction in educational expenditure. How far the feeling is justified nobody appears to know, but it is suggested that we must prepare for an all-round drop of at least ten per cent. in salaries, with a corresponding and even greater reduction in other items. Any such proposals can only be described as idiotic—idiotic in the literal as well as the acquired meaning of the term—since they will be the result of a dull-witted application of a fixed and single idea, namely that all public outlay must be reduced, regardless of the return which it brings. It is suggested that teachers ought to be willing to accept a reduction in the new scales of salary on the assurance that a similar reduction will be made throughout the public services. The Burnham scales are not yet in full operation and they are not designed as bonus scales, but as permanent ones. It is absurd to suggest that a reduction in these rates will be offset by a lowering of the bonus in other services. The President of the Board may well remind his colleagues in the Cabinet that the Burnham scales are in the nature of a "gentleman's bargain." Some of them will be able to understand what this means. As for the others they may perhaps be led to grasp the simple fact that teachers are an essential part of any educational system, that they are not to be obtained in sufficient numbers and of the right quality at the rates hitherto offered, and that any reduction in the scales will merely increase the difficulties of the administration.

### The Reply.

Leaving aside the question of salaries, on which an educational magazine may be thought to be not disinterested, we may affirm that proposals to cut down expenditure on education are especially untimely at present. The Fisher Act is not in operation. Outside London the continuation school scheme is non-existent. There are many pupils who obtain secondary school scholarships from elementary schools but find the secondary schools too full to take them. The Universities and Technical Institutes cannot make room for the students who seek to enter their classes. With this widespread demand for instruction we find in other circles a growing discontent with our social polity, a discontent which now finds expression in the language of violence and ignorance, but may presently seek an outlet in deeds. What sanity is there in cutting down opportunities for learning at a time when the greatest peril of the community is to be found in the ignorance of many of its members? Of our total state expenditure a less proportion goes to education to-day than was spent before the war. National economy is necessary, it is true, but thrift should be exercised with discrimination.

### Dual Control.

The term "dual control" has no pleasant flavour for the official. Nor has it any agreeable associations for those who care for real education. To the latter it recalls the unpleasant "religious" controversy which has hindered the development of our school system. To the former it stands for a want of uniformity which is distressing. In March of last year the President of the Board put forward some tentative proposals to the end that all public elementary schools should come under single control, with the authorities of denominational schools giving up their right to appoint head teachers in return for an undertaking that in the ordinary or undenominational Council school there should be a right of entry granted to teachers of creeds and formularies. Mr. Fisher dropped the proposal, but it has now been taken up by a private member of the House of Commons. The difficulty which attends the scheme lies in the provision of complete freedom for the teacher. The Bill proposes that teachers may volunteer to give denominational religious instruction and that non-volunteers shall not suffer any loss by their refusal to take part. It is an admirable sentiment, but in practice it will usually evaporate. Authorities and school committees are human, and they will certainly have regard to the willingness or otherwise of a teacher in this matter. Even if there is no loss of money, nor any open penalty, there will be difficulties when promotions are being made.

### English in England.

The Report of the Departmental Committee on the position of English in the educational scheme of England is excellent reading, although it would have been improved by careful pruning. Nearly four hundred pages of warm enthusiasm are to be welcomed, however, in these days of frigid caution. The Report suggests the scientific refounding of our national education as a "universal, reasonable, and liberal process of development." On this it may be observed that projects for the "scientific refounding" of education furnish an agreeable mental exercise which has found favour with many distinguished thinkers. It is probably about as useful as a project for scientifically refounding an oak tree. National education is not an edifice but an organism. Instead of foundations it has roots, and these are intertwined with our history as a people. On English proper the Report is full of wise counsel, and it should be read carefully by every teacher. That the counsel is not superfluous is shown by the experience of a child of twelve to whom was recently given as part of her homework the absurd task of writing an original essay on "Dramatic Censorship." In this case, the teacher was probably acting on the common belief that homework is meant to keep parents up to the mark. Certainly she ignored Milton's pungent saying that "these are not matters to be wrung from poor striplings."

**Mixed Schools.**

A committee of the Incorporated Association of Headmasters has reported in favour of educating boys and girls together in secondary schools. The report is contained in a pamphlet of six pages, wherein we are told that apart from all reasons of economy or convenience in organisation, the mixed school forms part of "the vanguard of educational progress." It is affirmed that in such schools the boys lose nothing of manliness nor the girls anything of feminine grace. The association of the sexes in school work, games and entertainments is said to have the result of developing a right relation between men and women in later life. The committee expressly declares against a uniform curriculum and emphasizes the importance of the duties of the senior assistant mistress, to whom, it suggests, a special salary should be paid. It is hinted that mixed schools suffer some disparagement from the attitude of certain inspectors, who have no special knowledge or experience of work in such schools and are sometimes wanting in sympathy with their aims. An enquiry covering 200 schools has led to the conclusion that "there is a greater difference of capacity between boy and boy and girl and girl than between the average boy and the average girl. This conclusion is probably quite valid, but it is perhaps hardly to the point, since nobody suggests that girls' schools should be inferior to boys' schools. The question is whether separate schools for girls should be abolished, and on this we may await the report of the Association of Headmistresses.

**The Education Guild.**

The most pressing need of our time in education is the development of a vigorous public interest in our schools and universities. Associations of teachers are not enough, since they are regarded as existing chiefly for professional purposes. The Education Guild of Great Britain and Ireland covers a wider field and makes its appeal to all persons who have goodwill towards education. It is hoped that the Guild will have a branch in every important centre and that by means of lectures, discussions, demonstrations, and exhibitions of school work there may be fostered and maintained a steady increase in public interest in education. At the central office in London, which is at 9, Brunswick Square, the members of the Guild will have a social club, with dining rooms and a few bedrooms for the use of visitors to London. The subscription to the Guild is only ten shillings a year, with an entrance fee of the same amount. To those who join before the end of this year no entrance fee will be charged. We urge all our readers to join the Guild and to become active supporters of its work. This work is in the strict sense foundational, since the progress of education must rest on the support of an instructed public opinion, and it is increasingly necessary to make an effort to resist the present tendency to take our schools away from the public and leave them to be run by officials.

**Sir Philip Magnus, Bart., M.P.**

We note with regret that Sir Philip Magnus has announced that he does not intend to offer himself for re-election as the representative of the University of London after the close of the present Parliament. As he has now entered upon his eightieth year we cannot complain if Sir Philip should desire to curtail to some extent his duties and responsibilities. In 1854 he became a pupil in University College Schools, for nearly fifty years he has been a member of the Committee of University of London, and for over thirty years a member of the Senate, and for fifteen years its parliamentary representative. It is a unique record, but it forms only part of the story of his lifelong work for education. The last phrase has somewhat the flavour of an obituary notice, and it is wholly inappropriate to the abiding youthfulness and vigour of Sir Philip, to whom freedom from parliamentary duties will probably mean fresh opportunities for useful work in other fields.

**TATSFIELD.**

*I nothing know of Tatsfield,  
Save that a sign-post stands,  
And down the narrow high-hedged way  
It points its dusty hands.*

*I nothing know of Tatsfield,  
But I think that it is fair,  
And the sun shines warm and misty  
Through the flower-scented air.*

*I think it is a tiny glen—  
A burn that burbles low,  
And there, unknown to mortal men,  
The elf-folk come and go.*

*Perhaps some day to Tatsfield  
Some doughty man will turn  
His steps. What will he find there?  
Ah! may I never learn!*

*Perhaps 'tis but a village  
Builded of mortal men—  
But in my mind I'll always see  
The tiny mossy glen,*

*The wild rose gently swaying,  
And the glossy hart's-tongue fern,  
And the tiny elf-folk dancing  
To the music of the burn.*

LINDISFARNE HAMILTON

## MUSIC AND LIFE.

BY VLADIMIR ROSING.

(*M. Vladimir Rosing, the eminent singer, has written the following article for THE EDUCATIONAL TIMES, and our readers will be interested to learn his views on the place of music in the life of the community.—THE EDITOR.*)

How many people in this world realise the importance of music in our life ?

Sound is one of the greatest gifts of God to humanity ; it expresses everything. In music, which is sound made articulate by the genius of man, can be uttered every experience of life and vision of nature. It acts as the best medium to bring us in touch with the spiritual forces of the world. It stimulates our brain and soul for creative work in life, and soothes and strengthens us even purely physically. Music is part of religion—indeed is a religion in itself. Few people even among artists realise this. The art of music is being prostituted. I throw down this challenge to all those of the world's great artists who do nothing to fulfil their great mission of enlightening the mind of the public or helping, to those so called managers and impresarios who for the sake of gain prostitute art, and to that part of the public which demands this prostitution. All these are guilty, and the question is : Where lies the root of the fault ? Undoubtedly it lies where the greatest power lies—with the governments of each country, who do not in their blindness realise the true mission of music in the world. Whilst they try to promote material progress, and do something to encourage education, they do little to develop that spiritual life of man in which the arts play the greatest part of all. They starve the nations, keeping from them their spiritual food, and thereby delay the evolution of the world. People nowadays are inclined to think that progress lies in attaining material equality. But what is material equality without spiritual ? And there can be no spiritual development without understanding and perception of beauty and art.

We say that the root fault lies with the governments ; but each one of us is in some way responsible. We might divide the public into two categories : those who know, and those who do not know. From those who do not know we can ask nothing, just as we could ask nothing of a child. But from those who know we would ask a more active interest, a greater effort to oppose their evil influences, and to defeat them by asking for something better. Instead of this, many of those who have the greatest power use music with the least respect, make of it a plaything, employ it at "at homes" as a means to cover their chatter, and look upon the Opera only as an opportunity to display their jewels. This is specially bad in England. These people pride themselves on their taste ; they patronise artists as creatures inferior to themselves ; and it is perhaps time that they should know that a real artist serving his art is far above any title or any wealth, because he has the spark of the infinite God in him.

Fortunately there exists a small public which knows the truth, and it is to them that I look for the salvation of art. Here lies our greatest hope ; but we must see where lies the greatest danger. Wherever much money can be made, there swarm the parasites. These are to be found amongst the managers, impresarios, agents, and publishers who swarm round art. Like crocodiles they lie in wait for the artist, and few escape their fangs.

Men of this type, having failed as artists themselves, or having never known art at all, are directing, producing, and exploiting art. Their first aim is the making of money, and they make it in the easiest possible way by catering for the lowest tastes of the people. They have no respect for the artist, except as a means of making money. And only the artist who has already won the public has any power over them. The young unknown artist is shamelessly exploited, and often worked to death.

We turn to the critics for help : there is little help here. We should expect to find in the art critic whose mission is to enlighten thousands of readers a man of genius with a master's knowledge of the art he criticises, responsible in what he says only to his art, to his genius. What we actually find is a man often of mediocre talent, bound, whatever his talent, not to his art, but to the organisation of the newspaper. He is shamefully overworked, having often to attend two or three concerts a day. His notices of evening concerts or operatic performances have often to be in by ten o'clock, so that he is criticising the whole when he has only heard the part. The first performance of "The Queen of Spades" in England, on a Saturday evening, was criticised in all the Sunday papers. None of the critics could have seen more than the first two acts, and all the great moments of the opera come in the last two. Not only is the critic overworked—he is also underpaid.

It is to England's credit that here critics cannot be bought ; but, unhappily, in many papers, the amount of advertisement received influences the length of the notices they will insert.

The newspaper editor, perhaps not so consciously as the manager and impresario, panders to the lower tastes of the people, and with equally bad results.

When a boxing match is to be fought the whole world is ablaze with excitement. Newspapers are full of it before and after. The critics here are experts or specialists to give detailed accounts of each round. Has music or any art such privilege ? No.

Muscle has a greater claim than mind, the body than the soul. If instead of concerts, singing matches could be arranged, in which the victor could be he who could hold the longest and the strongest note, then perhaps we might be helped by the Press.

The teachers of an art hold a position even more responsible than the critics. Particularly is this the case in the teaching of singing ; for here the teacher has it in his power to develop or injure the delicate physical organism, not only of the voice but of the lungs, the heart, the digestion, in short, of the whole body.

Many teachers know nothing of the art of singing, nor of the laws of physiology that underlie the law of voice production. In no art is it easier to profess to teach with the sole equipment of a few second-hand theories. All these unhappy conditions have an inevitable effect upon the artist himself. He is apt to care more for his own advancement than for his art. I do not so much blame the rank and file, whose life is one long struggle and who often serve their art better

than the more successful. But those who have won distinction, and who therefore have power both over the public and the managers, who have the great gifts of God and Nature, these I condemn more than any. Let each one of these ask himself a straight question: What have I done with the gift with which I was entrusted? Have I served art, or has art served me? Have I done anything to help the progress and development of art? And in nine cases out of ten the answer will be: "Guilty! Guilty!!"

This is the present state of things. What is the remedy?

The Governments of all civilised countries must be made to understand the importance of art and music, and to give it adequate attention and material support. The public should realise the necessity of art in their lives, and educate their children by developing in them a sense of beauty and of sound.

The present managers—those crocodiles, destroyers of life and genius—should be gradually supplanted by men of education who are true lovers of art.

Teachers should be unable to practise without having passed examinations and won certificates, so that the profession would be safeguarded in the same way as the medical profession.

As to the artists themselves, the rank and file will change with the changed conditions. The great and famous artists must first realise their complicity in the present prostitution of art, and then use their great power to uplift their art and to free it from all this shame.

For unto whomsoever much is given, of him shall be much required, and to whom men have committed much, of him they will ask the more.

#### **Girton College, Cambridge.**

##### **SOPHIA ADELAIDE TURLE MUSICAL SCHOLARSHIP.**

This Scholarship of the value of £80 10s. 0d. per annum, tenable for not more than four years, will be offered for competition in March, 1922.

Candidates will be examined in Organ playing *or* Singing *or* Composition.

- (a) Organ candidates will be required to play a piece of organ music (with an independent pedal part) of their own selection, chosen preferably from the works of J. S. Bach. The Examiners may also apply such further tests as they may consider appropriate.
- (b) Vocal candidates will be required to sing a piece of music of their own selection, two copies of which they must bring with them. The Examiners may also apply such further tests as they may consider appropriate.
- (c) Composition candidates must send to the Secretary of Girton College, at least a fortnight before the date of the examination, such specimens of their own composition as they wish to submit to the Examiners. They will be required to answer questions *à la voce*, and may also, at the discretion of the Examiners, be called upon to do paper work.

The scholar will be required to read for one of the Honours Examinations or for the Examination for the Degree of Bachelor of Music of the University of Cambridge, and to conform to all other regulations for students of the College. Unless candidates have already passed an examination which is accepted in place of the College Entrance Examination, they will be expected to qualify in the required subjects at the time of competing for the Scholarship.

The scholar, if not already in residence, will be expected to enter the College in October, 1922.

Forms of entry and further particulars may be obtained from the Secretary, Miss M. Clover, Coleby, Grange Road, Cambridge.

N.B.—A candidate who wishes to read for the Mus.Bac. Examinations should produce evidence that she is qualified to do so in lieu of passing the Entrance Examinations.

#### **VIEWS OF MIND.**

BY E. A. WATERFALL.

Nowadays every newspaper and periodical publishes articles on "The New Psychology," or refers to it incidentally. In particular the journals of education are full of it, and much is hoped from it for securing right development of boys and girls into sane and happy men and women. This new psychology is always that of the Freudian school: psycho-analysis. But, though a knowledge of it is essential for all teachers who regard school as life, it does not help them in dealing with the class-room problems of efficient teaching. For this they need the other new psychology—the educational psychology which has been worked out by Dr. E. L. Thorndike and others of the American School of psychologists. These two new psychologies are an essential part of the equipment of all teachers.

No one, nowadays, believes that sanity and insanity are separated by any hard and fast line, or that the mental processes of the abnormal differ in kind from those of the normal—the difference is only one of degree. The work of Janet has established this beyond doubt. The dissociation of consciousness with which we are familiar, when, for instance, a woman plies her needle while her thoughts are busied with the occasion on which the gown is to be worn, is of the same colour as the dissociation which obtains in the consciousness of the automatic writer or of the dual personality.

If we conceive of mental processes as marked upon a scale ranging from the insane to the perfectly balanced, we can see that whatever studies throw light upon these processes at any point of the scale are of value, and the schools cannot afford to ignore the work of the Freudians. Their great contribution has been to go beneath the fact of dissociation and show its origin in conflict—a conflict caused through the antagonism of purposes in the individual.

Man is a creature of very many instincts, many of which are at war with the standards of civilisation into which he is born, and the value of psycho-analysis is that it warns us of the dangers that ensue when instincts are repressed instead of modified.

Freud finds the instinct of sex to be the root of all maladjustment; Adler attributes it to the instinct for mastery. When we remember how essential the possession of these must have been to survival, it is not surprising that the repression of them leads to disaster. Equally important are the food-getting instincts which together form the economic trend of the individual. All of these the school must care for.

But when the Freudian psychology has secured the right alignment of the individual with the community and saved him from the conflicts that occasion mental disintegration, it has done all that it can do; the task of handing on to him the social inheritance is not for it to accomplish; that belongs to the sphere of educational psychology. It is not contended that educational psychology can develop intellect. This cannot be done, however well the teacher be equipped with psychological knowledge. Intellect is the born mental quality of the individual, and training cannot alter it any more



than it can alter the colour of his eyes. The intelligence quotient seems to be constant, whether taken when the individual is three or thirteen years old: schooling has not changed it. The sub-normal child tests sub-normal, whether he is at home, at school, or in the pathological institution. What the school can do is to make progress for the race secure by giving the inborn capacity of the best intelligences the best possible chance; for the safety, mental, moral and physical, of the dullards, it can give opportunities for acquiring the means of mastery over their economic life; and for the preventing of cleavages it can give a common core of culture to all who are not feeble-minded.

The means by which the school achieves its great task is by setting the feet of the learner in the paths which lead to the well-kept gardens of civilisation, away from the wild woods of his primitive nature. These paths are the paths of learning, and along them the individual acquires those tendencies which distinguish him from the savage and the brute. The teacher must understand the laws which make arrival certain and which prevent wasted time and effort on the road. These laws are the laws of learning, and it has been the work of the American educational psychologists to give to the teachers the necessary knowledge of what the laws are and the details of their operation.

Any lengthy account of them here is impossible, but of the three essential ones—readiness, exercise, and effect—a few words must be said, for it will help to illustrate the difference between the Freudian and the educational attack.

The law of Readiness concerns the life process of the individual; its basis is physiological—in the nervous system. When it is absent, time and effort will be wasted. For the teacher its value is that it determines the length and order of lesson periods, methods of acquiring knowledge, the subjects of the curriculum and the nature of the syllabus. With the law of Exercise we are all familiar—"practice makes perfect" is its statement in proverbial form; but the law of Effect is little recognised, which accounts for the fact that practice so often does not make perfect, as witness the increasing number of blunders in the re-writing of spelling faults. Practice—or the exercise of a particular function—must be accompanied by satisfaction if learning is to result; the effect of the exercise of the function must be to satisfy the individual.

These laws throw light upon the vexed question of interest. They show that it has its origin within the individual: it is the free, uncoerced, interaction of his nature and acquired tendencies with his environment. Something in his environment acts as the stimulus to arouse the readiness of his nervous system to respond. The teacher may be that necessary part of the environment, or it may be a school-fellow, a book, an object, an idea, or an element of any one of these. For some natures school soon ceases to afford the necessary stimulus—their mentality has reached its limit of growth; only vocational training, with its constant appeal to the economic needs, can satisfy their life purposes and procure the readiness which causes effort the correlative of interest, and without which learning is impossible.

## MORE CHELTENHAM POLISH.

### A REJOINDER.

BY W. DRAYTON ROBERTS.

(The article entitled "*Cheltenham Polish*," in our November number, pleased many of our readers, one of whom happens to be a descendant of the poetical "*polisher*" of Bunyan. Moved to defend his ancestor, Mr. W. Drayton Roberts sends us the following.—EDITOR.)

It is no small matter for an author's reputation to be rescued from a sixpenny book "dip." Horace in his wildest dreams foreshadowed no such possibility, though he bewailed the likelihood of his effusions wrapping pats of butter. Yet J. B. Drayton, with his poetic version of "*Pilgrim's Progress*," has arisen, not from his ashes—for cremation was not *a la mode* in his day—but, from those confines whence travellers are said not to return, at all events, to *stay*—and in so doing, has accomplished much. He provided pastime for a Psychologist and his friend, helped to while away the tedium of a rainy day, and furnished the theme of an article which its author and readers must have greatly enjoyed.

J.B.D.'s critics were kindly, if severe, and just but for one damning sentence (*vide* EDUCATIONAL TIMES, November, 1921, page 511) which read as follows: "Isn't he a dear, my J. B. Drayton of Cheltenham? 'And so like us'! *I swear he kept school*. Oh, John! how could you say that dungeon *stank*?" The italics are not in the original, nor are the subsidiary quotation marks, where the plagiarism from a famous quatrain is unacknowledged.

"*To swear*," after reading Bunyan, however dished up, is sacrilege—to *swear blindly*, an unpardonable offence. The deduction was not attributed to the Psychologist. A schoolmaster forsooth! Why? Because he was conceited enough to attempt to refine the unrefinable (to our present way of thinking), and because he eliminated the word "rags," and inconsistently used the word "stank." Hence it would seem that the unmistakable traits of a schoolmaster are cheek enough for anything, and the habit of laying down rules to be observed by *other* people. If the Holy Apostle were alive he would fain exclaim that he partly believed the indictment. Fie! Mr. Author, you thus give the case away—and in an educational paper too!

To revert—other times, other manners. Would a somewhat refined version of Masefield be justified, on the supposition that after ages proclaim him a classic? As to the word "stank," was it not for Thackeray to write: "Then I saw the elephant with his waving trunk;  
Then I saw the monkeys—mercy, how unpleasantly they *smelt*."

And as to educational writings, is it not notorious that those who write best therein cannot teach, and that school-keepers have no time to waste in that direction? No, sir; you have seriously libelled J.B.D.! His subscribers, too, you have "damned with faint praise," but modern poetasters would be fortunate if they obtained as many patrons.

In his, J.D.B.'s, "*Poems*," a copy of which reposes on the writer's bookshelf, His Royal Highness the Duke of Kent "chaperones" the subscribers, who include the Bonnors (relatives, of course), some dozen titled-folk, the Bishop of Durham, the Dean of Canterbury, the Master of Emmanuel (Cambridge), the famous Edward Jenner, M.D., F.R.S., etc., and Mrs. and Miss Jenner (all three of Berkeley), members of Doctors Commons, not forgetting a Gloucester wine-merchant, and several others. So much for his extended and exalted patronage!

In some 200 pages of a "pocketable slim volume" he discourses on (*inter alia*) Covetousness, Faith, The Echo, "The Rivall Roses of Beautie and Vertue," and gives the inevitable Invitation to Spring.

To continue the guessing game suggested in the original article—in his lengthy poem of Covetousness, he descants as follows:—

"Then to his home  
No more a palace, but a dreary den  
To his distracted fancy,—sad he came:  
And on his restless couch gave all his soul  
To the fierce fiend that rul'd him."

Of whom does he speak? Note his fondness for *dens*. Then, proceeding to state that "the fire unfann'd" would probably have spent its fury, had not "a fiend of ten-fold subtlety" intruded, who, "bland, and with smooth condolence from a tongue whose honied stores concealed a mortal sting"—assayed "her deadly purpose"; and ultimately "and with the royal signature and seal confirmed the bloody forgeries." And so on, till at length "th' infatuate Prince" perforce exclaimed: "Hast thou found me O mine ———?" And that is the immediate question.

In a poem on Faith, he refers to "a ram entangled in a thorny brake." The quotation apart from the thorns may furnish the solution.

J.B.D. is in a lighter vein in "The Friend":—

"The poor laborious BARD obtains  
His friends where'er the Muses haunt;  
Who read, applaud, bestow *The Name*;  
And leave him, thus adorn'd—to want!"

And in a "Memento of the ingenious Dr. Cotton" (skilled in Poetry, Physics, and Divinity), the poet plays continuously on the word "*collon*":—

*e.g.*, "The teeming Bard's nocturnal friend,  
Which should the seat of thought defend."

Referring apparently to a literal "night-cap," as his effusions smack of the inspiration of a *potator aquæ*.

"A Simile," dedicated to Miss E. W——, depicts the evening dew stealing down the leaves of a drooping willow bending over a peaceful stream, which for awhile is agitated thereby, but soon subsides into a "lasting smile":—

"So meek Eusebia to repose withdraws,  
Revolving each defective thought and deed,  
And as her bosom drops a sacred tear:—  
The tender pangs of pious grief succeed;  
But soon—the gentle tumult of her breast  
By Hope allay'd,—she calmly sinks to rest."

Apparently a lovers' tiff, ending in Miss Eliza Wells realising her Hope in 1808 at St. James', Westminster.

On receipt of his sister E——'s first letter, written to him from Mrs. W——'s boarding school, he remarks that in every part of it appeared "her diligence and tutor's care." Those who have seen some of the early copper-plate letters written home under the school-keeper's supervision, both as to style and content, will note here some appreciation of humour, especially as the poet proceeds to give hints as to composition:—

"Though your own invention fail,  
Scorn another's thoughts to steal,—  
Who thus, with borrowed plumes, appears  
A prodigy in younger years,  
Will lose her aid and fame at once;  
And with the Woman show the Dunce."

Though awhile the needful line  
Your unpractis'd pen confine  
Soon the fetter you'll disdain,  
And to skilful speed attain."

"To the Memory of John Dawes Worgan," who died on the 25th July, 1809, aged 19 years, he wrote:—

"While *Jenner's* fost'ring hand was stretched to save,  
Thy genius Worgan, from th' untimely grave;

Heaven claimed *thy heart*!"

The question arises whether the unfortunate had not been vaccinated.

Lapsing into song, entitled "The Rivall Roses of Beautie and Vertue," he penned the following:—

"Lovelie flow'r  
Of an hour  
Oft I feel thy magic pow'r:—  
But there's a Rose in Vertue's bow'r  
That fadeth never.

Some Faire Minde  
May I finde  
Where *that sweet* flow'ret bloometh kind;  
And tho' with Beautie uncombin'd,  
'Tis mine for ever."

Rather ungallant! But peace to the shade of dear pious old J.B.D., who passed away (not a penurious Bard) at Cheltenham in October, 1857. He was, by the way, a collateral descendant of that greater Drayton of Laureate fame, whose works would be fairly cheap at a tanner, and who wrote of Marlowe:—

"For that fine madness still he did retain  
Which rightly should possess a poet's brain."

Perchance J.B.D.'s madness was not fine enough! The quondam John Box Drayton, a lithographer of no mean station or ability, was not a "school-keeper." I, his great-nephew, *affirm* it.

#### Fatigue and Noise.

A Chadwick public lecture on "Problems of Noise and Fatigue" was delivered by Professor Spooner, C.E. (Member of the International Committee on Industrial Fatigue), at the Public Hall, Blackburn, on November 21st.

After some introductory remarks explaining how he was led to take an interest in the general question of industrial fatigue, and particularly of that aspect of it that embraces the fatiguing effects of noise, the lecturer stated that a period spent in the midst of working machines and mechanical operations causing deafening and strident sounds of a wide range, with shock to the auditory nerves, produces a feeling of sensory fatigue; and that although this fatigue attacks primarily a single organ, it little by little extends to the whole nervous system, leading in some cases to such a feeling of weariness that it may impair the capacity for work in a greater degree than severe muscular fatigue.

For some trades the noise is so great and continuous that before the workers reach the age of forty they become more or less deaf; boiler-makers, riveters, and trunk makers in particular suffer in this way, whilst few people have normal hearing if they have lived in a great city for many years, as the traffic has become almost unbearably noisy. He explained what science has done to assist the hearing of such sufferers, and how, by the use of suitable ear-stoppers and autiphones, the ear may be protected against the effects of violent noises. He then proceeded to classify the primary kinds of noise calling for attention in all our activities, but particularly in our factories, and discussed the expedients which have been and can be employed to reduce, eliminate, or prevent such noises. He explained the use of vibrometers for the detection of vibrations in high speed machinery, and dwelt on the great value of rubber in solving many noise problems, particularly for flooring, the treads of stairs, and for roads (the construction of which has not kept pace with the development of vehicular traffic) in cases that would justify its use. He also dealt with the transmission of noise from shops and rooms to adjacent ones, and how such noise can be reduced. The law relating to noise as a nuisance, both private and public, was touched on, and Professor Spooner concluded by appealing to his audience to observe America's annual "Fatigue Elimination Day" on December 5th, the first Monday in December. This movement against human waste due to avoidable fatigue—initiated by Gilbreth in America many years ago, and by the lecturer in this country in 1917—means that each one of us is called upon to consider seriously at odd moments during *Fatigue Day* what can be done to reduce or eliminate avoidable fatigue, and this year it has been decided to concentrate our attention on *avoidable noise*, and by so doing to help in the suppression of its tyranny. There should be, Professor Spooner declares, a standard limit of permissible noise, which, if exceeded, would be a legal offence.

## PETER PAN'S BODYGUARD.

BY N. FORD.

At least one poet has sung of the contents of a boy's pocket, and even among the wonderful children of to-day the charm still holds.

Schoolboys, whose intimate and somewhat condescending acquaintance with the higher mathematics strikes awe into forgetful fathers, still carry a small, mysterious coil of string whose every fibre bristles with romance—hair-breadth escapes, secret signalings—an odd tool or two biting their way steadily through the tweed pocket; a water pistol, treacherous and sinister; and various weird bits of metal which seem to the uninitiated to serve no purpose whatever.

But if you see by chance fall from the pocket of your curly-headed Horace or George, a small, paper-backed notebook, in which is inscribed in his ultra-best handwriting the world-resounding names of:—

Thomas Carlyle,  
Lord Tennyson,  
Plato,  
Henry W. Longfellow,

control the rush of joy which might flood your brain at this discovery of his secret tastes, for it is the British Empire to a penny sugar-stick that he has been "catching namers."

Railway engines are to fact ridden grown-ups merely noisy pieces of mechanism which pull their train from Birmingham to London, but ever since George Stephenson—St. George should certainly be the schoolboy's patron saint—startled a dull world with the first crude "puffer," they have been snorting monsters of adventure and romance to Horace and George.

Hence the fascinating game of "catching namers."

If your mother is not fidgety and you are blessed with a fair amount of pocket money—the ideal conditions—the "Jockey Club" of "namers," so to speak, is on the platform of a large station: Euston, St. Pancras or Paddington, New Street, Birmingham, or Lime Street, Liverpool.

In company with a chosen spirit you go very early for a local train, and if you are blessed with an easy manner and a hands in pockets assurance, even after you have captured and put down the name of his engine, you open up a sporting conversation with the driver, in which he is asked casually the time it takes to get to London.

This is noted carefully in capitals as an important and far-reaching fact.

But these are ideal conditions, reserved for "namer" aristocrats.

At humble suburban stations, business men, absently showing seasons, may have noticed crowding the steps of the exit, a sprinkling of small boys, between 9 and 14, scanning the engine anxiously, notebook in hand.

Or, for red-hot enthusiasts, there are other but not-to-be-recommended means.

I heard a collector confess the other day that he had caught five during "chemmer" (chemistry) from a kindly-placed window.

To the afore-mentioned fact-ridden grown-up, all railway engines sound alike.

Never did he in his office-bound ignorance make a bigger mistake.

The experienced "namer" would smile in derision if you asked him if a "Claughton" sounded like a "soccer tank."

To his sensitive, highly-trained ear, the rush of sound and air which precede the majestic passing of a "namer" could belong to no other species.

Each time a specimen is caught it is ticked, so this explains why the "Duchess of Lancaster" has five mystic signs by her beautiful name and "Pegasus" one.

A great idea arises. Do these deathless names, these grave, high-visioned seers who have opened clear roads to us over many a mental Everest, do they by psychic influence endue these glowing and haughty steeds with some subtle infusion of their own cast of thought?

Does Thomas Carlyle come thundering in, dour and mighty, breathing expletives, his driver either a Block-head or a Hero?

Does Lord Tennyson roll musically with roseleaf daintiness?

Is Plato calm and serene? Macaulay sonorously regular, Ruskin somewhat erratic, with an artistic bee in his bonnet?

Is the "Duchess of Lancaster" coquettish or queenly? Is "Mabel" a housemaid or an actress? Does "Athene" ever misread a signal?

You never know, and I'm afraid in this case you never will know, unless some schoolboy seer escapes from the lasso of the material, which, at his age, Heaven forbid.

Mr. and Mrs. Quennell's two volumes of "A History of Everyday Things in England," which has been remarkably successful in creating interest in the life of the past, is now to be issued immediately by Messrs. Batsford in six cheap parts for school class use. Each part deals with a definite historical period of about a century's duration, three being devoted to the early and later middle ages, and one each to the sixteenth, seventeenth, and eighteenth centuries, and all the original illustrations and plates are retained.

Mr. H. Caldwell Cook, M.A., the author of "The Play Way," will be remembered for the remarkable results he has obtained by stimulating the boys of the Perse School, Cambridge, to write original poems and to compose and act plays. Mr. Cook is just publishing, through Messrs. Batsford, a selection of these poems from the junior and middle forms, under the title of "Homework and Hobby Horses." The series includes lays, ballads, littleman rimes and carols, which have been set to music by a colleague of the editor, Mr. F. G. Hambleton, who also contributes the cover design.

### Pitman's School.

The Right Honourable Arthur Henderson, M.P., a former President of the Board of Education, 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, 10th December. The distribution will be followed by a grand concert, in which the Band of H.M. Scots Guards and the London Choral Society will take part, in addition to several well-known soloists.

## THE MINOR POETS OF THE GREEK ANTHOLOGY.

### VII. Philodemas of Gadara (fl B.C. 60).

Among the minor figures of literature it would be hard to find a more interesting person than Philodemas. He is one of the few Greek writers of whom we possess a fair amount of work, both in prose and verse, and the chain of accidents whereby his philosophical writings were discovered in the Villa of the Pisos, at Herculaneum, deciphered from the charred papyrus rolls, and given again to the world, form perhaps the most romantic chapter in the history of ancient learning. As a philosopher, it is true, Philodemas is somewhat uninspiring; his epigrams, of which twenty-seven survive in the Anthology, show him in a very different light—a master of colloquial verse, careless, debonair, verging on impropriety, the nearest equivalent in Greek to such English writers as Rochester, Sedley, and Suckling. It is indeed from Philodemas, through Ovid, that many of our Restoration poets derive their inspiration. Great as were Ovid's natural talents, there can be no doubt that in his first period, the period of the *Amores* and the *Ars Amatoria*, he followed Philodemas closely as his model, and in more than one of his early poems we can still trace the Greek original under an accumulated mass of realistic detail.

#### A Letter.

"To Piso from his poet friend"—  
This letter, sir, to you I send,  
And beg you graciously to come  
To-morrow to my humble home.  
At four o'clock I you invite  
To celebrate our annual rite,  
A feast of friendship and of verse  
Sweeter than Homer can rehearse.  
'Tis true we have no vintage wine  
Or fatted paunch whereon to dine;  
Yet if you will but smile on me  
Our meal a banquet soon will be. A.P. xi. 44.

#### The Exile.

Cypris, whose Loves are as the winged storm;  
Cypris, dear friend of peace and bridals warm;  
Cypris, who aids the just, protect me now,  
Whose inmost heart is chilled by Gallic snow.  
A man of peace who never vain words said,  
They tore me from my fragrant bridal bed,  
O Cypris, Cypris, o'er the sea to rove—  
I who was tossed upon the waves of love.  
O save me, Cypris, queen of marriage rites,  
For lo, my Naias waits for me these nights;  
And as thou keepest ships by storms distressed,  
So guide me to the haven of her breast.  
A.P. x. 21.

#### To Xanthippe Singing.

When fair Xanthippe strikes the lyre,  
Her tuneful voice, her speaking eye,  
Kindle within my soul a fire  
Responsive to the melody.

Whence, where, and how my passion came  
I know not, and I may not tell;  
But that it burns in Love's fierce flame  
My heart knows all too well. A.P. v. 131.

#### Lysidice.

Your virgin clusters still are green,  
Unpurpled yet the grapes' soft sheen;  
Your roses in their buds still lie,  
Nor naked brave the open sky.  
But even now young Cupid takes  
His swiftest shafts and ready makes,  
And, where the blaze would fain expire,  
Awakes the embers of his fire.  
Fly, hapless lovers, fly, ere yet  
The arrow on the string be set.  
That burning—I the future know—  
Will yet more fierce and fiercer grow.  
A.P. v. 124.

#### Apologia.

I was a lover once—and were not you?  
A reveller I joined gay Pleasure's crew.  
But did not others share my merriment?  
A madman I? But you my madness sent.  
To-day enough. The grey hairs gather fast  
And say that age has come and folly passed.  
When it was time I sported with the throng;  
But now to wisdom fair my days belong.  
A.P. v. 112.

#### Spring.

Now blooms the rose, and peas are green,  
Cream cheese and smelts in shops are seen;  
And tender leaves of lettuce pale  
Vie with the green of early kail.  
Why then do we not stroll the pier  
And sit upon the belvedere?  
Last night two comrades with us played:  
This morn beneath the ground they are laid.  
A.P. ix. 412.

#### The Voyage.

O Meliarta, Ino's child,  
And thou dear queen of ocean wild,  
White goddess from whom troubles flee,  
O guide me safe across the sea.  
Come, O ye nymphs; Poseidon come;  
And Zephyr from thy Thracian home;  
And gently breathe upon the wave:  
Save me, ye winds, ye waters save.  
Be gracious, O thou Nereid band,  
And bring my ship to Athens' strand;  
Broad are the seas that I must roam:  
O guide me safe across the foam.  
A.P. vi. 349.

#### The Divine Amorists.

"Fie upon you!"—people cry,  
"Luring girls with wanton eye,  
"Like a hunter in the street,  
"Skilled to catch each maid you meet."  
So they say, and yet they know  
Zeus and Plato, king below,  
And Poseidon, ocean's lord,  
All obeyed fierce passion's word.  
If all the gods must yield to love,  
Why should I more stubborn prove?  
They shall still my models be:  
Right for them is right for me. A.P. v. 100.  
F. A. WRIGHT.

## SCHOOLCRAFT.

### NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

#### IMPROVISATION AND THE CHILD.

By Herbert Antcliffe.

Two decades of teaching young people, many of whom had been given up as hopelessly unmusical by their previous teachers, impressed upon me the truth of Shakespeare's remark about the man that hath no music in his soul, and, perhaps, still more the extreme rarity of such individuals. It also impressed upon me the possibility of developing whatever small or diverted taste exists and of imparting at least some small practical ability. In nearly every case I found that the earlier teacher had failed to realise the necessity—now so fully realised by teachers of "general subjects"—of developing the self-expression of the backward pupil. Frequently a teacher will recognise its advisability with the gifted pupil, because he realises that the clever pupil has something original to express, but rarely with those whose gifts were less rather than more than the average, and who has no thoughts except those borrowed from others. Yet, while the clever pupil responds very readily to the attempts made to do this, the dull pupil is most in need of it. How then could I develop this self-expression? How could I arouse the latent and often slight and feeble individual personality which is breathed into everyone of us with the breath of life, and how make the hitherto repressed and discouraged child realise for itself its possession of such personality. And how, as this was my special subject, make it realise and apply the relation between that personality and musical sounds.

Very obviously there was need, much more than in the case of the ordinary pupil, of studying the individual character of each boy or girl, and winning his or her goodwill by a tactful interest in all his or her activities and tastes. Each case—one almost says each patient—called for different treatment. Some general rules applied, however, and one of these was that of the encouragement and guidance of the desire for improvisation. Many pupils—and boy pupils particularly—will improvise in a crude and disorderly manner, either on an instrument or with the voice, very readily; and these by no means those who learn most readily to play, by sight or by hearing. A comparatively small proportion will do it when an older person is present, however, unless that older person is uncommonly sympathetic. Acute self-consciousness, too often encouraged by the "superior" attitude of repression or mere amused tolerance on the part of the older person, is the greatest bar to self-expression, and the right encouragement and direction of self-expression is the one certain method of overcoming it. Any desire for self-expression, especially with a pupil of this type, must therefore form a basis of education, of the expansion of the mind and the soul, and while being guided must never be repressed. Once let such a pupil realise that a free manner of singing and playing according to one's own feelings, in one word, improvisation, is worth while and is not antagonistic to musical advancement, or rather that musical advancement is not antagonistic to this amusing game, a great step forward has been made. The boy or girl who fills up lonely moments by hideous howling and whining is frequently exercising a distorted, but natural and useful inclination to improvisation, which requires only proper sympathetic development to make it a means to musical education of an artistic character.

Dr. Ethel Smyth recently referred to that "marvellous faculty for reading at sight—the real British gift for improvisation." But in many cases ease in reading at sight

and a gift for improvisation are not only widely different, but actually antagonistic, and a strict training in the one is necessary to correct the errors brought about by too great indulgence in the other. While, however, repression is a grave mistake, guidance, sometimes strongly applied, is necessary in all cases. We cannot "train up a child in the way he should go" either by grinding his personality to a standard model or by allowing all his fads and fancies freedom to run to weed. We have to apply a treatment of judiciously mixed watering and pruning, of leading and driving; and in musical education the art of improvisation affords a particularly good mixture.

As to usefulness in correcting faults of reading and developing musical taste, a single case under my own care will give a fair example. Some time ago I had brought to me a pupil who had been attempting for five years previously to learn something of the art of playing the piano, but with little success. She was one of the most facile readers I have come across of her age and sex—a girl of fifteen; and she was one of the least musical in feeling and understanding. Even her reading, though facile, was not good. What was I to do with her? Her previous teachers had clearly not understood her, or had not applied their understanding. Of a somewhat inferior mentality, a curious blend of child and woman, she was painfully conscious of her own stupidity, but yet not without some pride in the little she could do; everything she had done, or had not done, was evidently according to orders. Enquiry made by indirect methods (I never asked a pupil directly as to the system of previous teachers) elicited the fact that she had never improvised or heard others do so and had never heard the pieces she studied played except by herself. That it was possible to use the pianoforte except to bring into sound the signs employed in certain printed books had never occurred to her. That she had thoughts and feelings that could be expressed by means of the instrument was an idea that was so new to her as to be almost startling. A judicious mixture of reading, memorising and improvising soon made a difference in her playing, the last of the ingredients of the mixture being apparently the most useful. For the first three months of her course it was applied in increasing and in the second three months in decreasing quantities; at the end of which time she was sufficiently interested in music itself to receive proper benefit from the lessons of a teacher whose methods were less specialised than my own. Other methods were also applied, but their bearing was too directly concerned with this particular pupil to call for other than passing reference here. What a difference it would have made to her had she but learnt something of improvisation during the five years she had been taking lessons before her first teachers discarded her. She would probably then have made a musician of sufficient intelligence and ability to afford pleasure and edification to herself and others without the intervention of a specialist in musical stupidity.

For either the dull pupil or the clever one nothing helps self-expression in music so much as the study of improvisation. The clever pupil will find it for himself and will generally need restraint and direction only. As an antidote to dullness it requires direction and encouragement. Each in his own way those two pioneers in the use of intimate and individual methods, Dr. Yorke Trotter and M. Jaques Dalcroze, have shown its utility in teaching the technique of rhythm. Its employment in teaching or helping the deeper expression of feeling and thought has

so far been casual and tentative. In all these cases, however, its usefulness lies in the fact that it helps to bring about a proper correlation of receptivity and expression. Nine-tenths of the musical unintelligence of to-day arises from the lack of that correlation. The dull person is one in whom nature has provided little facility of such correlation, the clever person one who finds it easy.

We see the need of the right teaching of improvisation and also one of the best methods of teaching it by comparing musical education with general or literary education in their elementary stages. English composition is taught to children of tender years and embryonic vocabulary by the reading or telling of a story, which must be repeated by the pupil in his or her own words, either on paper or by word of mouth. The younger the pupil the more is the latter method, the repetition by word of mouth, employed. This is the method to employ with beginners in music. While the older pupil—that is, older in musical experience, not necessarily in post-natal years—is taught and encouraged to write down his or her thoughts, original or otherwise, the beginner must learn to express them audibly, either by voice or instrument. And this must be done promptly and without lengthy consideration; for the object is not to extract profound, or even beautiful thoughts, but to develop facility of expression. The thoughts, the ideas, may be copied from others; the expression must be spontaneous and personal. For this reason improvisation forms an excellent means of teaching the grammar of music by subconscious methods; that is, by methods in which the pupil is not deliberately applying arbitrary rules. It is always desirable that there should be as little conscious teaching of formal matters as possible.

In practice the earliest teaching of improvisation must be based largely on what is vulgarly known as "playing by ear." "Tell me, **on the piano**, what that concert, or that party, or that individual piece of music was like," is a useful direction to the pupil who has some experience to relate. This, I know, is a somewhat tall order in the average case, but if it is constantly supported by small and more directly technical experiments it is no more than asking for a description in words. A simpler and more frequent method is to play a short piece in well defined form and with well marked rhythmic and melodic characteristics, and then ask the pupil to play "something like" the chosen model. For such purposes the music of our own country is rich in models right down from Blow and Purcell (the set of five little pieces edited by Mr. Harold Craxton serve admirably for fairly advanced pupils) to the youngest of our contemporaries, such as Markham Lee, Felix Swinstead, Dorothy Howells or Ruby Holland. It is a good thing, also, for the teacher to improvise sometimes on the same subject, musical or romantic, as the pupil. This avoids any chance of previous familiarity, which tends to mere repetition. Memorising is a useful, and even necessary, exercise, but its influence on improvisation must be incidental and small.

In nine cases out of ten the first result is a formless recollection of some of the melodic material, and not always of the principal themes. With the gradual acquisition, obtained in general study, of a knowledge of how to prepare and make cadences and of the need of balance, rhythmic and harmonic, a change comes rapidly. According to the natural instinct of the pupil originality in a greater or less degree is observable, and in all cases (one cannot insist too frequently or too strongly that this is the chief, and in most instances the only object) a freedom and vitality of performance and a development of individuality that nothing else will bring about. How often do writers deplore the decline of effective improvisation on the part of the organist! Its lack amongst pianists, violinists and singers is greater and equally baneful.

### CAMP FIRE GIRLS.

The Camp Fire Girls' Movement originated in America, but has been growing steadily in this country for the past seven years. At the request of the British leaders, Miss Edith Kempthorne, National Field Secretary for America, came over this summer to give a training course, to help to establish a British headquarters, and to lecture and organise throughout the country.

The fundamental idea of the Camp Fire is to foster the personal relations of the mother to her daughters, to cultivate the closest intimacy between them and to magnify the home as the centre of their relations.

The programme of the Camp Fire Girls emphasizes the dignity of work as a primary condition of happiness, the necessity of keeping good health as a personal duty and an essential to success in any field, and the spirit of comradeship as a condition of happiness.

Its ideals are expressed in its watchword *Wo-he-lo*, which is derived from the three words which embody the fundamental principles of its doctrines: *Work—Health—Love*.

Its law opens seven roads leading down long vistas of endeavour and opportunity toward the goal of balanced efficient young womanhood:—

- Seek Beauty.
- Give Service.
- Pursue Knowledge.
- Be Trustworthy.
- Hold on to Health.
- Glorify Work.
- Be Happy.

Under its seven crafts—Homecraft, healthcraft, campcraft, handicraft, Nature lore, business, and citizenship—nearly 1,000 specific suggestions are tabulated, each opening some avenue of helpful endeavour for girls.

The basis of the Camp Fire honour system is appreciation. It gives recognition for attainments in the simple and modest things of daily life, and its recognition is an incentive to do more.

Its honours are given for work actually accomplished, and their wide selections stir the imagination and develop originality. Every honour achieved means an added bead of colour, according to the particular craft, which go to decorate the ceremonial gown. Some examples are:—

**HEMOCRAFT.** (a) Prepare an invalid's tray attractively. (b) Cook two Sunday dinners while mother rests. (c) Keep bureau drawers in order for two months.

**HEALTHCRAFT.** (a) Sleep with open windows. (b) Swim one hundred yards. (c) Walk forty miles in any ten days.

**CAMP-CRAFT.** Build an open fire in wind and rain.

**HANDICRAFT.** (a) Make a set of baby clothes. (b) Trim a hat. (c) Make a dress.

**NATURE LORE.** Identify and describe twenty wild flowers.

**BUSINESS.** Do not borrow money or wearing apparel for two months.

**CITIZENSHIP.** Beautify the garden or backyard.

Any girl of twelve years of age may become a member and help to form a Camp Fire, which consists of not fewer than six nor more than twenty, under the leadership of a Guardian.

The organisation is undenominational and works equally well in school, church, settlement, or factory among all girls and all classes.

The headquarters for the Camp Fire Girls are at present in Liverpool. Communications relating to the movement should be addressed to the secretary, Miss Norah Ackerby, 66, Bidston Road, Oxtou, Birkenhead.

**THE TEACHING OF LETTER WRITING.**

By P. L. Dickson.

There are probably few points upon which we are more generally agreed than the necessity for training in letter writing. The advocate of utility as the basis of education and he to whom culture is of more value than utility alike agree that one essential of even a moderate education is ability to write a decent letter. But the stilted and puerile phrasing of the average letter, whether the ungrammatically elliptical style of the so-called business letter or the inanities of the average personal letter, suggests that much improvement is needed.

Little help is to be had from manuals of grammar, which do little more than give an artificial idea when "sincerely" should be replaced by "faithfully," and what are the stock phrases said to be appropriate to certain types of letters. Nor is the average course of commercial correspondence much more helpful, for, apart from the extreme undesirability of dealing with such a matter as a separate subject, they are mostly extremely artificial and by no means models of English.

If it be fully realised that the natural and spontaneous style that letter writing calls for is best attained by the nearest approach to actual practice, the difficulty of giving even elementary scholars proper training is easily overcome. It merely remains, after preliminary instruction as to the general form, to set pupils to writing letters on roughly indicated lines. Various extremely simple methods may be adopted. A course of action between two parties may be outlined and the pupils set to write a series of letters covering that course of action. For example, the pupils may be told to suppose that a neighbour causes some nuisance that calls for a written protest, which draws an unsatisfactory reply; a lawyer is then communicated with, who writes to the offending party, who submits. Most pupils will enter with something approaching zest into such an exercise, and though at first the letters will be crude and violent, they quickly become courteous and reasonable, and thus valuable lessons in courtesy and social relationships are learned, along with a good deal of practical wisdom.

But there are manifest shortcomings, including a lack of reality, in any correspondence in which the pupil writes the letters of both parties. This may be overcome in more than one way. The teacher may dictate a letter which is supposed to be a reply to one the pupils are then set to compose and to which they have to write a third letter. The necessity for dealing correctly with every point raised in the dictated letter is a most valuable exercise, particularly as the teacher will naturally take care that the dictated letter shall direct the pupils' minds along right lines. Thus such a letter recently given to senior pupils was a firm and dignified rejoinder by a supposed House-master to an unreasonable parent, and the fact that in the majority of cases the letter preceding it is somewhat violent and even offensive, whereas the letter following it is reasonable and apologetic, shows that valuable lessons beyond those of letter writing have been learned.

But perhaps the best way of all is to divide the pupils into twos and for each to write a letter to the other, either in his own character or in a fictitious one. The general subject may be indicated or each pupil left entirely to his own devices. The sense of reality is heightened if the replies be written under the letters to which they refer, in the other boy's book. Such correspondence may be extended at will. Also larger groups may be told off each to represent a particular character, such as the disputing neighbours and the lawyer suggested before.

The system is so much more adaptable than any book course can be, for it may be adapted for pupils of all stages, from tinies who have just learned to compose simple sentences in writing to the most advanced students.

**SIR JOSIAH STAMP ON EXAMINATIONS.**

Speaking at the prize distribution at Bethany House School, Goudhurst, Kent, Sir Josiah Stamp said he wished to refer to the advantages of the examination system from three standpoints: the value to the individual, to the school, and to the progress of knowledge respectively. Some people had a tendency to decry examinations, but no better means of attaining their object had been discovered, and when all was said and done, examinations were inducements to energy and progress, for most of us worked better if we had a goal in sight. Then, too, examinations showed us our natural weaknesses and compelled us to work harder at subjects which sometimes we did not like at first, but which when we had gone through the drudgery of their beginnings we found to be our best friends.

Examinations were a great help to the individual boy, for there was something in them which developed the power to set the mind on a distant object, and he soon found that to attain success he had to deny himself the pleasures of the moment. Men and women who had no power to think beyond the successes and pleasures of the present had not learnt one of the greatest secrets in life.

Examinations were also of very great value to the school. He would not like to be the headmaster of a school and to carry on entirely on his own ideas unaided and unchecked by those of others, as would be the case if there were no standards by which to test the work and keep it up. Examining bodies were absolutely independent of the school and offered an outside opinion upon its work without any personal appeal or privileged influence. Examination successes were evidence to the school that its work had been well and truly done. They were similar to a chartered accountant's certificate on business accounts, stating that they had been audited and found correct.

Because examinations tested some things which might be forgotten or overlooked, they formed an additional index to the boy's powers for the master's guidance. There was a tendency to forget to take advantage of the strong points of the individual and a tendency for a whole class to go at the pace of the slowest. Examinations led to the proper classification of the students and to a more satisfactory arrangement of their work.

Examinations aided the development of any particular subject, for they were in the hands of those who were anxious to forward the study of certain branches of knowledge in the best way. The teacher was compelled to adjust himself to the syllabus of study, and text-books were soon prepared adapted to meet the ideas of responsible leaders of each branch of knowledge, for the examiner in setting the questions on any subject had in his mind an aim to foster the study of that subject in the best way.

As an examiner for London University and other institutions he was acquainted with the weaknesses of examinees and the old tricks, by which some tried to cover their ignorance either by the use of flowery language or by writing something which they know but about which they were not asked in the hope that it would satisfy or impress the examiner.

He would not pretend that examinations were the only tests of knowledge and character. There were many men who could not do their best in the examination room, and there were others able to do well in examinations who obtained no success in life. He thought, however, that on the whole examinations might be taken as a very fair test both of character and knowledge. They trained the mind to analyse a subject and get down to fundamentals; facts must be arranged clearly and succinctly, and every enquiry into principles was encouraged. It was possible to fill the mind with an accumulation of details without cultivating the reasoning powers.



**ART TEACHING : A NOTEWORTHY REPORT.**

We print below the substance of the report on the Art work of candidates at the General School Examination of the University of London, Midsummer, 1921. This report is the joint work of Mr. Fred Richards, the well-known etcher, and Mr. A. E. Martin, who were examiners in the subject.

"The work executed by the candidates in all the sections of Drawing (Art) shows steady progress. It gives proof of the genuine interest taken by a large number of the teachers in the majority of the schools—both in London and the provinces. The examiners feel, however, that there are many instances where the authorities and governing bodies might give considerable help by providing more facilities for its proper study. They feel bound to assume, after examining the work of candidates from some of the schools, that with more assistance the standard of work could be raised to a much higher plane, particularly in the design section.

"Those candidates, therefore, who entered for this section of the examination without an intelligent knowledge of the general conditions which govern at least one craft, were at once handicapped in a section where ideas and experiments are governed by certain factors, which bring into play their constructive qualities and reasoning powers. Those candidates, unfortunately, regarded the questions as puzzles set to baffle them, rather than opportunities to express themselves in the medium in which they feel most at home. In this particular section, which provides so many excellent opportunities for experiment and self-expression, more intelligent work would result if teachers of the subject were enabled to show to their students good examples or reproductions of various forms of craftsmanship and design.

"The importance of right guidance in the general principles relating to Design, *e.g.*, 'fitness for purpose,' 'suitability of material,' 'arrangement,' etc., which apply to all the crafts, cannot be over-estimated when it is remembered that the majority of the candidates on leaving school never come under the influence of an Art School but have to rely solely on the guidance they receive in their day schools to help them to distinguish between what is good or bad taste in their houses, furniture, pictures, etc.—those things with which they come in contact every day of their lives and by whose right selection their lives are so much affected. At the present moment when serious and special endeavours are being made in many directions to promote a wider and better appreciation of Art and Craft, to bring about a closer relationship between Art and Industry, it must be realised that most of the soil is being prepared in the schools and that here, too, the first seeds must be sown if such endeavours are to be lasting.

"Although it is readily admitted that these have long been the ideals of the teachers in many schools, it is obvious that a large number of schools still treat the subject with indifference, giving it a place in the school curriculum not altogether consistent with the best sense of proportion. Often, too, in the higher forms, just at that wonderful moment when the student is most ready and even anxious to receive efficient help in such matters, the subject is dropped altogether, or, if not, it is chosen as the first subject to be dispensed with to make room for others; while the Art room itself is frequently looked upon as a kind of spare room to be commandeered for other purposes at the first excuse. If it is hoped to raise the standard of public taste in Art and to bring more beauty into everyday life the surest methods are in the hands of the teacher, and, until the teaching of Art is taken as seriously and given the same opportunities as the teaching of science and mathematics, it is impossible to expect the best results.

"Although in some schools there may be no so-called artistic genius nor any who intend to adopt Art as a profession or to practise the craft, yet it must not be forgotten that every student in these same schools is in a way a future patron of the Arts, if only in 'buying at the shops.'

"Hence, as in the study of literature, for example, no stone is left unturned in the attempt to promote the appreciation of what is best in the realm of writing by giving students access to good examples upon which to base their future judgment—so in Art such guidance should be considered of great importance and the giving of it no less honourable. The examiners therefore suggest that the time has come when no school should be without a well-equipped Art room and that it should receive equal attention with the science laboratories and other adequately furnished departments. Equal consideration, too, should be given to the acquisition of the necessary equipment and to the creation of the right environment. Further, they would add that the teaching of at least one craft should be the aim of every school, since the desire to create and the instructive wish to practise some Art or Craft is a natural striving on the part of the student towards perfection."

**INTERESTING EXPERIMENTS AT RADCLIFFE.**

An innovation in technical education has been sanctioned by the Board of Education as an experiment at Radcliffe. The object is to enable young people who are in the textile mills to receive a preliminary training for the industry under advantageous conditions. It is open to them to be absent from the mills for four hours weekly, which time they will spend in the Technical School, where there is textile machinery and a teacher of cotton weaving, etc. Under these conditions it is thought that something approaching a scientific training can be attempted. But the Board of Education insist that one of the four hours shall be devoted to general education, English preferred, and half an hour to physical exercises. The scheme is not to be regarded as a precedent for the organisation of day continuation classes under the new Education Act.

**PUBLISHERS' ANNOUNCEMENTS.**

Messrs. H. F. W. Deane and Sons, The Year Book Press, Ltd., will publish almost immediately the sixteenth annual issue of the well-known work of reference, "The Girls' Schools Year Book (Public Schools)."

Many of our readers will be glad to know that the recent difficulty in procuring the old favourite plays "Caught," "Before Nine," "A Plot for a Pardon," "Aunt Tabitha's Will," etc., etc., is now surmounted and they can be obtained from the author, 171, Camden Road, London, N.W. 1.

The Syndics of the Cambridge University Press will shortly begin the publication of a new series, entitled "The Provinces of Ireland." The volumes will be under the general editorship of Mr. George Fletcher, of the Department of Agriculture and Technical Instruction for Ireland; each will contain sections on ancient geography, topography, geology, botany, zoology, antiquities, architecture, administration, education, industries, and distinguished men; the contributors include Professor R. A. S. Macalister, Professor G. A. J. Cole, Professor Isaac Swain, Mr. R. Lloyd Praeger, Mr. E. C. R. Armstrong, Dr. R. I. Best, and Mr. George Fletcher. The volumes will be of convenient size (about 180 crown octavo pages each) and will be illustrated by maps, diagrams, and photographs. The volumes on *Ulster* and *Munster* will be ready immediately; these will be followed in the early spring by *Leinster* and *Connaught*, and the series will be completed by a somewhat larger volume dealing with Ireland as a whole. Finally, it may be added that political controversy is rigidly excluded from all volumes of the series, and it is hoped that the plan of the books may be as acceptable in Belfast and Londonderry as in Dublin and Cork.

## ART IN LONDON.

November is the month of ceremonious platitude in the world of art exhibition. Royal Societies, in their monotonous numbers, open great galleries of portraits, water colours, and oil paintings for the gentle delectation of those who find in repetition the surest stimulus. Let those who will pay their entrance-mones. They will find the fare "as advertised." The attention of this column is claimed by a more general but a more vital problem.

**The London Group and Picture Prices.**

The London Group, whose exhibition at Heals will be closed soon after these words appear in print, merits notice more for the appeal to picture buyers written by J. M. Keynes and issued with cards of invitation, than for the quality of the work displayed. Indeed, the latter can advance little the reputation of the Group, amounting as it does mainly to mechanical repetition of provocative brusquerie. There are exceptions of course. Such an artist as Duncan Grant exhibits nothing that has not some claim to notice. But, on the whole, the exhibition is undistinguished and emphasizes the great truth that monotony in revolution is even more tedious than that in academism, for the latter at least spares us denial of its unconventionality.

The question raised by Keynes in his exhortation to the short-pursed art lover to buy cheap modern pictures for their beauty and for their ultimate value is one of importance and difficulty. He points out that for once modern pictures are offered for sale at genuinely low prices, and implies that such modest pricing pays the artist better in the long run than the more expensive customs of the past. In this he is probably right. Certainly hitherto London has been apt to over-price contemporary work. Certainly also the members of the London Group ticketed their exhibits with remarkable moderation. But it is permissible, if one bears in mind the legitimate demands of the intelligent dealer, to question the wisdom of too drastic a cheapening in the matter of direct sale from artist to public. Painters, like writers, under-estimate the expense (quite apart from possible loss resulting from a failure to sell) incurred by the dealer who markets their work. To talk of abolishing the dealer is absurd. He performs a function that artists cannot perform for themselves, and, as often as not, performs it honourably and well. How is the reputable dealer, who has lost money in establishing the reputation of young painters, to continue in business if these painters, in a Group exhibition at which they achieve direct contact with potential buyers, themselves undersell him? One can feel nothing but gratitude to Keynes for coming forward on behalf of the struggling artist; one can but rejoice that his appeal resulted in large sales at the exhibition of the London Group itself, but it is essential that the dangers of such an experiment as that recently tried be fully and fairly recognised.

**Current Exhibitions. Albert Rutherston: Drawings and Paintings on Silk.**

The faultless technique and delicate fancy of this well-known artist are revealed more clearly than ever before by his exhibition at the Leicester Galleries. Those, however, to whom art stylistic is art condemned will dislike Rutherston's work, for, with the exception of a few landscape sketches, it is but exquisite artificiality.

**Frank Dobson: Sculpture (Leicester Galleries).**

Dobson is Wyndham Lewis in the round, with Lewis' jagged vigour and occasional wilfulness. But the sculptor has not the artist's wit, and his work is too meaty and protuberant to attract those whose tastes are not consciously advanced.

**The Lovat Fraser Memorial Exhibition** will open at the Leicester Galleries on December 2. MICHAEL SADLEIR.

## MUSIC.

**The Pianoforte.**

Mark Twain, in one of his works, outlines the idea of a tunnel which is higher than the mountain through which it runs and longer than the mountain is wide, so that of course it sticks out at the top and both ends. The conception, though flippantly intended, is not impossible to anyone who can take an abstract view of dimensions. It foreshadows thoughts upon the most popular chamber instrument now in use, the cut-down-for-domestic-use-concert-grand-neighbour-compelling piano. The piano as now built is certainly planned to stick out at the top and all sides of the room in which it is placed. It is planned to conquer and to kill; perhaps, exigently, to drown traffic noises; competitively, to triumph over neighbouring species; and, in vanity, to produce that atmosphere of well-being which the possession of something so eminently grand can give.

The piano had its inception during the sweetest days of chamber music, being first experimented with in the golden days of the clavichord. It was played upon, at the invitation of Frederick the Great, by Sebastian Bach, who then thought it insufficiently perfected to be of any value to him. I have heard a Zumpe of 1782. It has a singularly sweet tone, liquid and singing. I have also heard various Broadwoods dating between 1793 and 1850, up to which date these little oblong pianos, known to the uninitiate as "Spinets," were still built. Then the trouble began.

Why music should have developed giantism during the later part of the nineteenth century is a question one must refer to the trend of the times which seem to have engendered a love of "greatness." That greatness, leaning towards size, was a definite isolated virtue finds proof in the extraordinary ideas of such a clever man as Berlioz, whose keen ear should have warned him of the horror he contemplated when he suggested his great scheme for five orchestras and five thousand singers all in one hall. Whatever this germ was it soon began to find expression, and size and number became the standards of the day.

In the midst of this atmosphere the piano was developed till the ideal and type of pianos became something no longer a household instrument but a concert king. Not only was its mechanism perfected, but everything about it was increased in size, including the noise it made, and the plan of the house piano was the same, cut down in bulk but making just as much noise.

In those promising days, between armistice and peace, when everyone said "Now"—those who discuss the arts spoke of a classic revival and musicians anticipated an era of smaller orchestras, more chamber music, and subtler noises. Even earlier many of them turned their attention to writing works for small orchestras and few instruments. Who can say? perhaps the need will bring about something new in instrument building, some development rather than revival, so that in our houses we may be again wooed rather than assailed by what we could then call, with some propriety, the goddess of music.

RUPERT LEE.

**Newcastle's New Schools.**

St. Cuthbert's Grammar School in Bath Lane, Newcastle, will shortly remove to Benwell Hill, giving it a site of thirty acres. The grounds will be laid out in gardens and playgrounds, and teaching in floriculture, horticulture, poultry-rearing and farming will be instituted. The mansion will receive 300 students.

Kenton Lodge Training College has been opened by Sir James Yoxall. It is a new college, and it is proposed to take seventy-five students the first year and seventy-five the next.

## BLUE BOOK SUMMARY.

### The School Medical Service.

The Annual Report of the Chief Medical Officer of the Board of Education, Sir George Newman, K.C.B., is a readable volume. (Cond, 1522, 6s.) Not only is it full of facts, figures and deductions that must have an interest for all the various organisations, administrative and executive, whose chief concern is the education of the young, but it illustrates in admirable manner how a department of State activity has grown in the dozen years or so since the statute of 1907 brought it into being. There are now 316 authorities working the Act, employing a staff of about 800 whole-time medical officers and nearly 2,000 school nurses. These of course represent only a portion of that army of people who directly or indirectly are engaged in the supervision of the health of the young. The Chief Medical Officer's annual report is really a lengthy summary of the various reports submitted to him by the Local School Medical Officers—and any one of these would show the kind of returns that their work produces. These local reports have of course in general but a local interest. It is not until their facts have been tabulated and compared that any conclusions of scientific value to the nation as a whole can be drawn. And it is the function of such a report as this to draw them.

What those conclusions are may be found in the several chapters dealing with various parts of the school medical service. But on page 61 we are given these pregnant words: "The findings of the medical inspectors are unwavering and incontestable, and indicate that, notwithstanding twelve years of school medical work, two-fifths of the children who come up for medical inspection annually are found to be suffering from defects in greater or lesser degree, defects which militate not only against educational progress, but against that state of physical well-being in the schools which is essential in the best interests both of the individual child and of the State." As Dr. A. N. Wood, of Warwickshire, says: "Active intelligence in the developing child is to a large degree dependent upon physical fitness"—and it is this physical fitness that it is the ideal of this vast service of doctors, nurses, teachers, committees, and voluntary workers to secure for each child—for every child must be handled as an individual. And let it be said at once that the report never for a moment forgets the existence of the parent and the immense importance of parental co-operation. As we are reminded, in the early days of State intervention, it was prophesied that sense of parental responsibility would be destroyed. This pessimistic prognostication, with others equally baseless, history has dispelled. Parental responsibility has been stimulated. Cases like the mother (mentioned in Appendix B) who attacked a school nurse with a poker in return for her advice, are rare; and resentment is being gradually overcome by tact and insight.

If there is one principle that is emerging into ever greater prominence from these annual reports it is that medical treatment is not the goal of the school medical service. Medication and cure of the unfit is only one object. The main object to which that is but ancillary is prevention—and prevention will only be obtained by such researches as were undertaken by the Education Authority at Nottingham and by Dr. Brewer, S.M.O. of Swindon. The reports of these two excellent pieces of work, given in full in Appendix C, are not only of value for themselves, but illustrate in the most vivid fashion what can be done by people who take a broad view of the functions of school medicine. Tables of statistics relating to the halt, blind, lame, and other physically unfit, have a most useful purpose, serve a necessary end; but unless the humdrum round of inspections and treatment has for its inspiration the discovery

what goes to make or mar the perfection of the child and the nation; unless side by side with the examination of the unfit there goes on a testing of the fit, the purpose of school medical service will be only half carried out.

It is true that this branch of State medicine has during its fourteen years of effort struck its roots deeper, but it has also extended its scope, and future legislation is likely to widen its offices still more. Nursery schools, continuation schools, and employment committees are gradually forming other meshes in the net, and data about them are likely to bulk more largely in future reports than now. For the present attention is most drawn towards chapters 7-10, which discuss such all-important matters as dental disease, the abnormal child, defective schools, and tuberculosis. To summarise these pages is not possible here. To read and study them should be the self-imposed task of all who are concerned in the education and nurture of child life.

### "Service Wherever Rendered."

Yet another circular from the Board on the interpretation of the Report of the Standing Joint Committee of September 30, 1920. This time on paragraph 9 (b) and the interpretation of "service wherever rendered." Referring to paragraph 7 of Mr. Fisher's letter to Lord Burnham on June 28 last, the Board "think it desirable to indicate the extent to which they can recognise for grant the inclusion of time spent in educational institutions other than public elementary schools in England and Wales for the purpose of calculating the 'correct position' of a teacher in public elementary school, special subjects centre, or special school under the provisions of paragraph 9 (b)" referred to above.

The Board therefore decide that the paragraph applies to the following classes of institutions of England and Wales, grant-aided or recognised as efficient, and to the corresponding institutions in Scotland. The list is: Public elementary schools; special subjects centres; special schools; secondary schools; pupil teachers centres; training colleges; Poor-Law schools; industrial schools; reformatory schools. The teacher must have been recognised by the Board or by the Scottish Education Department in the grade in which his "correct position" is to be calculated. Thus, time spent in a secondary school by a teacher who was not at the time recognised as a certificated teacher should not be counted towards increments as the certificated scale. Where a certificated assistant has been previously a head teacher the time spent as assistant and head may be combined, but increments should be reckoned on the assistants' scale only.

The "time" of course means only time spent as a teacher, and not therefore as a student, *e.g.*, in a training college. But what of "time" spent as a teacher in "grant aided" or "efficient" schools in other parts of the British Empire?

Of course the circular has no bearing on the recognition of any service for the purposes of the School Teachers (Superannuation) Act, 1918.

### Miss Tucker.

Miss Blanche Tucker, senior inspectress of the Liverpool Education Committee, was presented with a gold wristlet watch by the members of the Liverpool Montessori Society at a meeting held in the University, in recognition of her successful work in developing the society of which she is the chairman.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

**Cambridge.**

The birth of the Union in 1815 was celebrated on the 15th of last month. The recognition of its centenary was performed postponed by the war. An official dinner was followed by a debate on the motion: "That the present reaction from Victorianism is proving the curse of the age." The premises in Bridge Street date from 1866, but the Society originally met in Petty Cury in what Lord Houghton called "a low, ill-ventilated, ill-lit gallery" at the back of the Red Lion Inn—cavernous, tavernous—something between a commercial room and a district branch meeting house.

This year is also the thirtieth anniversary of the University Training College for Schoolmasters, conducted under the Teachers' Training Syndicate. It is now proposed the University certificate in education should be supplemented by a diploma, requiring a more advanced test. Candidates must be graduates with honours.

**London** has over 8,000 internal students reading for degrees, besides 30,000 occasional or part-time students. There are 260 reading for honours in chemistry, compared or contrasted with the hundred or so before the war.

At Bedford College there are 50 per cent. more students than the buildings were meant to hold, and still many are crying for admission. The College is making efforts to raise money for extensions in Regent's Park. But the College has not been neglectful of other causes than its own. It took prominent part in the organised effort of the University to help less fortunate students in Central Europe. On Armistice Day tins of cocoa, glaxo, and milk were sold on condition that they were bought for the Central Europe needy students.

**University of Leeds.**

On Thursday, November 3rd, the new education wing was opened by the Chancellor of the University (the Duke of Devonshire, K.G.). In the evening a conversazione was held in the main buildings of the University. The proceedings commenced with a reception in the Great Hall by the Chancellor, the Pro-Chancellor (Mr. E. G. Arnold) and Mrs. Arnold, the Vice-Chancellor (Sir Michael Sadler, K.C.S.I.) and Lady Sadler. The Pro-Chancellor on behalf of the University offered a welcome to the Chancellor on his return from Canada. The visitors, numbering about a thousand, then dispersed along three routes to inspect the numerous experiments and exhibits displayed in the various departments of the University. In addition to ordinary departmental displays there were two important special exhibitions. One of these was devoted to "Bacteria and Human Welfare." A large number of microscopic preparations were on view illustrating the bearing of bacteriology on agriculture, horticulture, the leather industries, human pathology, and public health.

**A Bacteriological Chair.**

Sir Edward Allen Brotherton, Bart., M.P., has given £20,000 to Leeds University for the development of bacteriological study and research, more particularly in the interests of public health. The generous donor of this, the largest gift received by the University, is an ex-Lord Mayor of Leeds, and this is not the first of good causes that have reason to bless his name. He has been impressed by the importance of bacteriology in the study of the problems of public health, in which direction his practical philanthropy has most displayed itself. As chairman of the University Advisory Committee on the Department of Pathology and Bacteriology, which deals not only with the instruction of students but also carries out the tests required by the Public Health Department of the City, he has realised the vast importance of scientific research in preventive medicine.

## CHRONICLE OF EDUCATION.

- Oct. 17—Sir James P. Hinchliffe delivered an address in connection with the opening of the Batley Technical and Continuation School.
- Oct. 21—Sir Michael Sadler said at Brighton that a fight might have to be made against unwise proposals for retrenchment in education.
- Oct. 22—Dr. C. W. Kimmins entertained the Child Study Society with a lecture on "Springs of Laughter."
- Oct. 28—The annual meeting of the National Council for Domestic Studies took place at the County Hall, Spring Gardens. Professor Smithells, C.M.G., F.R.S., presided. Miss E. P. Hughes, of the University of Wales, opened a discussion on "The possibility and desirability of combining a degree course in Domestic Science with the Diploma Training Course."
- Oct. 29—Lord Haldane gave an address at Wigan on "German Education."
- Oct. 31—M. Poincaré was welcomed by Sir Sidney Russell-Wells and delivered an address at the Imperial Institute.
- Nov. 1—The King and Queen entertained M. and Mme. Poincaré at luncheon at Buckingham Palace.
- Nov. 1 and 2—Lace and embroidery made in Italy were on view at the rooms of the Royal Asiatic Society.
- Nov. 1—Mr. T. Davies, M.P., introduced in the House of Commons an amending Bill to the Education Act, 1921.
- Nov. 5—Lord Haldane protested at Reading University College Hall against the economy campaign in education.
- Nov. 11—Dr. P. B. Ballard lectured on "Mental Tests" to a gathering of the Education Guild.
- Nov. 15—The Cambridge Union Society entertained the Duke of York to dinner on the occasion of the centenary celebrations.

**Some Appointments.**

Dr. H. H. Thomas, Petrographer to the Geological Survey and Secretary to the Geological Society, has been appointed Vice-President of the Mineralogical Society.

Professor F. E. Weiss, D.Sc., F.R.S., as Pro-Vice-Chancellor of Manchester University.

Rev. H. E. Wynn, M.A., as Dean of Pembroke College, Cambridge.

Mr. Arthur M. Hind, M.A., as Slade Professor of Fine Art in the University of Oxford.

Rev. A. J. Cooper, headmaster of Solihull School, has been appointed to the living of Maxstoke, Warwickshire.

Miss Hilda Johnstone, M.A., as Professor of History (from January 1, 1922) at the Royal Holloway College.

Miss Margaret C. Fraser as Headmistress of the Belvedere School, Liverpool.

Miss Eva E. Dessin, as Headmistress of Wycombe High School.

Principal T. Loveday, University College, Southampton, as Vice-Chancellor of the University of Bristol in succession to Sir Isambard Owen.

## SALARY EXPENDITURE IN SECONDARY SCHOOLS.

The Board of Education have issued the following Circular :—

1. In respect of the current financial year, the Board have laid down the following principles as to the salary expenditure for secondary school teachers which they will recognise for grant. These principles apply to schools maintained by local education authorities and also to schools aided by them so far as that aid is related to the expenditure of the governing body upon salaries of the teaching staff.

2. For the purposes of this Circular, the adoption by a local education authority of a salary scale or accelerated carry-over includes the passing by the authority of a resolution by which they are committed to a particular improved scale, or to a particular carry-over.

### I.—ASSISTANT TEACHERS.

#### 3. Scales in excess of scales recommended in the Report of the Standing Joint Committee.

- (a) The Board will not recognise expenditure upon salary scales in excess of those recommended in the report in areas in which the authority adopted a new salary scale on or after January 12th, 1921.
- (b) In areas in which scales in excess of those recommended in the report were adopted before January 12th, 1921, the Board reserve the right at any time to take exception to those scales as excessive.

#### 4. Accelerated Carry-over

- (a) The Board will not recognise additional expenditure involved by a carry-over more rapid than the minimum carry-over recommended in the report in any area in which such expenditure was determined upon on or after January 12th, 1921.
- (b) In areas in which the scales recommended in the report were adopted before January 12th, 1921, including areas in which an accelerated carry-over was given, the Board will recognise for grant expenditure thereby involved.

#### 5. Retrospective Adoption.

- (a) Where an authority decided on or after January 12th, 1921, to adopt the scales recommended in the report from a date earlier than 1st September, 1920, the Board will not recognise for grant the additional expenditure thereby involved.
- (b) Where, subsequent to the issue of this Circular the authority decides to introduce the scales recommended in the report, or to assist an aided school to do so, the Board will not recognise for grant expenditure incurred in making retrospective payments to teachers. They would, however, be willing to recognise for grant expenditure involved in giving teachers as from the date of adoption of the scales a carry-over calculated as though these scales had been introduced from 1st September, 1920, with the minimum carry-over prescribed in paragraph 13(b) of the report.

6. **New Entrants** to the teaching profession should be considered as appointed at the minimum of the scale in force in the area previous to the adoption of the scales recommended in the report with a carry-over calculated on the same basis as that applicable to other teachers in the area. Such teachers may reach their full carry-over by the same date as other teachers in the area but not earlier.

7. **Transfer.** Teachers migrating from one area to another should receive salaries of the same amount as teachers of the same number of years' service in the new area.

### II. HEAD TEACHERS.

The Board will recognise for grant all expenditure involved in placing any head teacher upon the minimum salary laid down in the report without requiring that where that minimum involves an increase of pay, this increase shall be spread over any period.

9. Where salaries of head teachers have been fixed above the minimum recommended in the report, the Board, without prescribing a scale or a maximum, reserve the right to consider cases upon their merits and to withhold recognition on the ground that the expenditure is excessive.

10. Where they have not already done so, authorities should submit for the consideration of the Board any scales of salary which they propose to adopt for head teachers.

### ARMY SCHOOLMISTRESSES : INCREASED PAY.

In a communication from the War Office it is officially stated that there are several vacancies for Army Schoolmistresses, a body of women whose position has become of enhanced importance since the creation of the Army Educational Corps. A new Royal Warrant announces higher rates of pay and a revision in certain respects of the conditions of service. The increased rates take effect as from April 1st, 1921, but it is provided that in any case where the existing emoluments of an army schoolmistress are more beneficial, she may elect to remain on the old rates until such time as the new rates and conditions are more beneficial.

The new rates of pay per annum are :—

Certificated Army Schoolmistresses: With quarters, £142 10s., rising by annual increments of £12 10s. to £276 10s.; when quarters are not allotted, £180, by increments of £12 10s. to £314.

Uncertificated Army Schoolmistresses: With quarters, £77 10s., by £7 10s. to £135 10s.; when quarters are not allotted, £112, by £7 10s. to £170.

Only full paid service may count for increment, and where army schoolmistresses elect to take the new rates they will be allowed to count their former full pay service towards increments as uncertificated schoolmistresses. An additional £20 a year will be paid during periods in which schoolmistresses are serving abroad. Additional pay will be granted to a schoolmistress who is appointed headmistress in a school during her tenure of such an appointment at the following annual rates :—Headmistresses in army schools with over 40 but not more than 100 pupils, £12; with more than 100 pupils, £20; headmistresses of a probationers' school, £24.

Promotion to the certificated classes will be according to qualification and selection. A "certificated army schoolmistress" is one who has passed the qualifying examination held by the Board of Education for certificated teachers in public elementary schools or any qualification accepted by the Board of Education as an equivalent.

A candidate who is in possession of a Board of Education certificate may be appointed a certificated army schoolmistress on probation for one year. She will count her service for purposes of seniority from the date of her appointment as certificated army schoolmistress on probation.

As a special concession all army schoolmistresses who were actually serving as such on April 1st, 1920, and have actually completed ten years' satisfactory service on or before March 31st, 1921, will be regarded as certificated army schoolmistresses under the new warrant. All army schoolmistresses who were actually serving as such on 1st April, 1920, but had not completed ten years' service as such on March 31st, 1921, will, as and when they complete this period of service satisfactorily, be allowed to enter the scale for certificated army schoolmistresses at the minimum.

Applicants for the post of army schoolmistress should write to the War Office (S.D.O.), Whitehall, S.W. 1.

## EDUCATION ABROAD.

### Education Week in America.

The National Education Association and the American Legion are recommending that "an educational week be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs." The joint standing committee for carrying this recommendation into effect has decided upon the name "American Education Week," and upon December 4 to 10 as the week to be observed. J. M. Gwinn, Superintendent of City Schools, New Orleans, is chairman of this committee.

The committee has published and is distributing a pamphlet of suggestions for preparing programmes for the week, but it wishes the school authorities with the co-operation of the local post of the American Legion, and of all educational, religious and fraternal organisations to make their own arrangements for American Education Week, using the pamphlet only as suggestive in preparing the programme.

It is expected that the President of the United States, the Governors of all the States, and the Mayors of all cities will issue proclamations designating the week of December 4 to 10 as American Education Week, and that all school authorities—national, State, county and city—will officially approve of the plan and aid in putting it into effect.

All national associations interested in the promotion of education have been invited to inform their State and local divisions of the general plan for the observance of American Education Week, and to advise them to co-operate with the school authorities and other agencies, to the end that a strong programme may be successfully carried out in every community in all States and territories. All Normal Schools and Colleges are requested to help.

### The Delinquent Boy in Austria.

A member of the Howard League for Penal Reform, who has just returned from Austria, has given me an account of a home for delinquent boys which is being run there on new and successful lines.

When the Juvenile Court in Vienna was opened, Dr. Fiala, the magistrate, was anxious to have in connection with it a home on the lines of the George Junior Republic and the Little Commonwealth. The home was set up but was unsuccessful, first under the management of a schoolmaster and then of a retired colonel. The neighbours complained of the schoolmaster's lax discipline, and the boys, frightened of the colonel's severity, used to run away.

Dr. Fiala and his wife then gave up their home in Vienna to look after the boys, and for fifteen months peace and order have reigned. There is a real home atmosphere, and the boys, who have started a committee as a beginning of self-government, are behaving very well. There are no locked doors, and though most of the boys were committed for theft the doctor and his wife are proud of the way they are justifying the trust bestowed on them.

It is clear that the success of the home is largely due to the motherliness of Frau Fiala. The boys are devoted to her. When after nine months' strenuous work she had to tell them that the strain of her work was too great and she would have to leave them, they all undertook to get up an hour earlier and do the work if she would stay. The boys are taught farming, gardening, agriculture, tailoring, shoemaking, and so on by people from Vienna or the village, and so far, out of thirty-five or forty boys, there have been no failures.

### Education in the Transvaal: Compulsory Retirement of English Officials.

Following the recent compulsory retirement by the Provincial Executive of six English and two Hollander officials of the Education Department, it is now announced that Dr. Adamson, the Transvaal Director of Education, is to be compulsorily retired on pension at the end of 1922. The matter was the subject of a resolution by the Provincial Council deploring the retirements in view of the shortage of officials and requesting reconsideration, but it was defeated by nineteen votes to sixteen.

Dr. Reitz, a member of the Executive of the Provincial Council, admitted the greatest admiration for Dr. Adamson as an educationist for British children, but proceeded to declare they did not agree with the excellent English gentleman left behind by Lord Milner to work in the best interests of the British Empire, and after many years the opportunity had come to sever one of the links of the chain binding them to the Empire, which sought to bind their children, and they grasped the opportunity gratefully.

### The University of Queensland.

The annual report of the Senate of the University of Queensland, just to hand, shows that the number of students who matriculated in 1920 was 125, of whom thirty-two were women. The number actually attending lectures and laboratories or working under the direction of the Correspondence Study Department during the year was 302. With the close of the academic year the University completed the tenth year of its activities. The University opened on March 14th, 1911, with a professional staff of four and sixty students. During the year now under review the professional staff numbered thirty-one. To promote adult education the Senate has adopted a scheme for admission to the faculties of persons other than the ordinary candidates from the schools. These may be admitted to matriculation on passing a special examination either in arts or science. The general object of the scheme is to ensure the admission to the University of any person having an adequate degree of general intellectual attainment and of facility in intellectual work, together with the requisite training in the subjects necessary for the work of the particular faculty. Although Latin is not required, yet a knowledge of that language is desirable for the pass course in arts, especially for courses in history and modern languages; and it is essential for honours courses in those groups.

### University of Helsingfors.—The Language Question.

The University of Helsingfors, which draws its students from a Finnish-speaking and a Swedish-speaking population, adopted about a year ago a proposal that instruction in the University should proceed along two lines—one Finnish, the other Swedish. Finnish-speaking professors were, under this scheme, to be appointed in all subjects, and Swedish-speaking professors in the most important subjects. At the request of the Ministry of Education the Court of the University has now reported on the scheme in more detail. Following the proportion of Finnish-speaking and Swedish-speaking students, the "Finnish line" would include 72 professorships and six lectureships, the "Swedish line" 31 professorships. Four professorships and seven lectureships would be bi-lingual. The scheme involves an increase in the number of professorships and an increased annual expenditure of 124,500 mk.

Messrs George G. Harrap and Co. Ltd., are publishing a volume entitled "Selected Poems of Mackenzie Bell," in their well-known series of "Choice Books."



## PERSONAL NOTES.

**Mr. C. H. Hodges.**

Mr. Charles Henry Hodges, formerly assistant master in Rugby School, died early last month at Orange, New South Wales, aged 68.

Mr. Hodges was educated at Carlisle School and Queen's College, Oxford, where he won distinction in mathematics.

He held teaching posts at Radley and Rugby, but a breakdown in health caused him to seek a more congenial climate, and he became headmaster first of Townsville School, Queensland, and later of Sydney School, which, under his influence, became the most important school in Australia.

**Mr. F. J. Welch.**

In the presence of a distinguished company, Alderman Frederic J. Welch, J.P., was presented with two armchairs, a dining-room clock, and a cheque as a mark of appreciation of his services as headmaster for thirty-eight years of Christ Church School, Chelsea. The Vicar, the Rev. F. W. Eddison, who presided, and Lord Justice Bankes, who made the presentation, paid handsome tributes to the public spirit and high character of Mr. and Mrs. Welch. Among others present were Lord Justice Pickford, Lord Sterndale, the Mayor of Chelsea (Mr. J. Hogg), Lady Maud Hoare, Lady Bankes, Sir Neville and Lady Lyttelton.

**Dr. A. Milnes, M.A., D.Litt.**

Dr. Alfred Milnes died recently at the age of 72 after a long illness at his home in South Hampstead.

He was educated at Lincoln College, Oxford, proceeding thence to Japan as head of the Imperial Naval School at Tokyo, but his longest connection was with London University as External Registrar and Lecturer on Economics and Political Science.

He was well-known as a member of the National Liberal Club and as the author of several works upon his special subjects.

**Mr. T. J. Thomas, B.Sc.**

The Merthyr Education Authority has appointed Mr. T. J. Thomas the first headmaster of the Quakers' Yard Municipal Secondary School.

The ability of Mr. Thomas as a poet received recognition at Abergavenny in 1913, where he was the chaired bard at the National Eisteddfod under the name of Sarnicol.

**Professor F. A. Bainbridge, M.D., F.R.S.**

Dr. F. Bainbridge, Professor of Physiology in the University of London, died suddenly from heart failure at the age of 47.

He was educated at Leys School, Cambridge, and Trinity College, winning several prizes and scholarships.

**The Rev. J. R. Lee.**

The Rev. J. R. Lee, M.A., formerly Chaplain to the Bishop of Southwell, is resigning the headmastership of St. Andrew's School, Singapore, after ten years' service. When he took charge of the school education in Singapore was very primitive and the 200 pupils worked up to Standard IV only. The school now numbers 630, working up to Cambridge Senior Local standard. Mr. Lee was largely instrumental in introducing mathematics into the schools of the Straits Settlements and in bringing about the general adoption of higher standards.

**Mr. A. M. Davies.**

Mr. Davies, history scholar of Jesus College, Oxford, is the son of Sir Alfred T. Davies, of the Board of Education. Mr. Davies this year has won the Stanhope Historical Essay Prize.

## NEWS ITEMS.

**A New Requirement.**

The Durham County Education Committee, as a condition of the award of senior exhibitions of the value of £150 per annum, will require each student to write a thesis containing the results of the research work undertaken.

**Psychological Laboratory.**

A laboratory for child psychology has been established at Iowa University, where a number of very young children attend every day.

**What is Negligence ?**

Arising out of a claim against the London County Council for damages for injuries received by a little girl in a school playground, the judge said that the law did not require that school authorities should ensure the absolute safety of the children under their care, but their duty was to see that their servants took the same care of the children as a reasonable parent should take of his own children.

**Cambridge Union Centenary.**

The Cambridge Union Society recently celebrated its centenary, and the Duke of York was the Society's guest at the celebration dinner held in the handsome drawing-room attached to the debating hall, under conditions vastly differing from those obtaining in the days of the meetings at the Red Lion Inn.

The proceedings included congratulatory speeches from the Duke and representatives from many Universities, as well as a debate upon the reaction from Victorianism.

**"Slavery" at Eton.**

An American visitor to Eton declared himself shocked at the discovery of a primitive system of slavery in vogue there. This is better known as the custom of "fagging."

**Boys' Advantages.**

According to Principal Barker girls see farther than boys by reason of intuition; they show greater conscientiousness, but often overwork and become stale, unlike boys, who are frequently a year ahead of their sisters because they have no domestic duties to interfere with their home studies.

**Free School Books.**

The Glasgow Education Authority has rejected the proposal of the Labour Party that free books should again be provided for the children in primary schools, so the Labour Party advises parents not to buy books. This advice is being largely followed.

**Summer Time.**

A large number of local education authorities have replied to the Board of Education in respect to the effect of summer time upon the children. The majority state that the effect is beneficial; some give no decided answer, while others express the opinion that many parents do not send their children to bed early enough.

**The Rhodes Scholarships.**

From the statement of the Rhodes Trust we gather that of the 277 students, 148 were from the British Empire and 129 from the United States. Although the value of the scholarship is being increased for the present by a bonus of £50 yet the amount is still insufficient to pay all expenses for a year, including vacations, and a scholar must be prepared to supplement the income to some extent.



## LETTERS TO THE EDITOR.

**Mr. Fisher and the League of Nations.**

We have received from Mr. Maxwell Garnett, Secretary of the League of Nations Union, a copy of the following letter written by Mr. Fisher:—

BOARD OF EDUCATION,  
WHITEHALL,  
LONDON, S.E. 1.

Dear Mr. Garnett,

14th November, 1921.

It is with great regret that I find myself, almost at the last moment, prevented from being present as the guest of the Printing and Allied Trades at their monthly luncheon on Wednesday next. A meeting of the Council of the League of Nations has been summoned for that day and it is necessary for me to leave for Paris to-morrow (Tuesday). But the very circumstance which calls me to Paris is itself the best possible proof that the League's practical usefulness is at last fully recognised, for here we find the League summoned at a few days' notice to perform one of the most delicate of all diplomatic tasks, the task of endeavouring to avert the development of war which threatens between Jugo-Slavia and Albania. Whatever, therefore, may have been the misgivings of some doubting spirits last year while the League of Nations was as yet an untried instrument, it has now become abundantly clear that the League, in spite of imperfections, has established itself, not perhaps as an infallible guarantor of peace, but as a tried and efficient peacemaker.

However, altogether apart from the present crisis, the outcome of which is as yet uncertain, a very brief enumeration of the League's recent activities will be enough to show how solid is its record of achievement. It has been entrusted by the Allied Powers with the delicate task of finding a solution of the Upper Silesian problem. It has dealt with that problem rapidly and unostentatiously, and it has presented an impartial decision. Again, with the concurrence of Sweden and Finland, the League has settled the serious Aaland Islands dispute, and has averted what threatened to be an international danger. It has also smoothed out the numerous differences which existed between Poland and the Free City of Danzig. These few examples alone are sufficient to prove that although the League of Nations was originally conceived as an organisation for the maintenance of peace under peace conditions, it is capable of healing the open wounds which the war has inflicted on a troubled Europe.

One of the most notable pieces of new constructive work accomplished by the Second Assembly was the establishment of the Permanent Court of International Justice. Amongst the Judges of the Court are eminent authorities on every important system of law, from whom we may look for a wisdom and impartiality which will go far to assure just dealing with the great and small nations alike.

Another subject of the greatest possible importance to the peoples of all modern States, with which the Second Assembly was confronted, was the problem of the limitation of armaments. At a time when nations are yet at war and when great Powers are still outside the circle of the League, it is manifestly impractical to produce elaborate and idealistic schemes of disarmament. But the hope of disarmament is woven into the spirit of the Covenant, and a League of Nations which had not studied profoundly the practical possibility of a limitation of armaments would have neglected one of its primary duties. The First Assembly, therefore, appointed a Temporary Commission on Armaments composed of persons of political, military and naval eminence and representatives of employers and of labour. The Second Assembly, in its turn, carefully studied the specific proposals of the Commission and adopted a programme which was generally accepted as advancing the problem from discussion towards realisation. A thorough statistical inquiry has been set on foot. An investigation has been instituted into the evils recognised by the Covenant to be consequent on the private manufacture of armaments, the League has urged on all States the importance of the Arms Traffic Convention, and finally, has embarked upon an earnest endeavour to lay down the general lines of a policy for the limitation of armaments.

I have mentioned only such of the activities of the League as are likely to appeal to the imagination of the layman rather than the technical expert, but it would be unjust not to refer to the invaluable work of the Economic and Financial Committees which are engaged on the International Credits Scheme

and the Financial Reconstruction of Austria, and to the very practical work of the Committee of Communications and Transit, which has made progress in simplifying the formalities connected with passports, visas and customs.

Among the many humanitarian and social questions which alone would justify the existence of the League none is more important than the suppression of the traffic in women and children. A draft International Convention for the suppression of the traffic has been adopted and has already been signed by numerous States, amongst whom are Japan, Italy and the British Empire.

Such is the bald enumeration of the principal work of the League. It is not merely good work. It is necessary work and it is work which only the League can do. We in the British Isles, in spite of our own domestic troubles, have difficulty in realising the plight of Eastern Europe, still racked by sporadic warfare, by disease, and economic disorders. If the League means little to us, it means everything to the smaller Nations of Europe; and if proof of this were needed it is to be found in the eagerness with which the Baltic States, Austria, Bulgaria, and Albania have entered the fold. If the League means little to us, it also costs us little. The annual income of one wealthy captain of industry would pay the whole of Great Britain's yearly contribution to the League of Nations. We are paying the lowest insurance premium on the market.

It is the task of the League of Nations Union to inform us of what has been done and to interest us in the work which lies before the League. It is vital that the public should listen to the voice of the Union, for the Union is the herald of the League. There is no question here of difference of principle or of party, for in the last few days we have read an Appeal to the Nations, on behalf of the League of Nations Union, signed by the Prime Minister, Mr. Asquith, Lord Grey, Lord Robert Cecil, Mr. Clynes, and Lieut.-General Sir Hubert Gough. I think that it is for us to follow the example of the distinguished signatories and to give to the Union our moral and material support.

Yours very truly,

(Signed) H. A. L. FISHER.

J. C. Maxwell Garnett, Esq., C.B.E., M.A.,  
League of Nations Union,  
15, Grosvenor Crescent, S.W. 1.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—A considerable number—at least twenty-five per cent.—of the head mistresses of public secondary schools for girls in this country, and a number of the head mistresses of the largest private schools, are members of one or other of the Women's Colleges at Cambridge.

They are unanimous in regarding the titular degree as at best a very unsatisfactory substitute for the recognition which all other British Universities have granted to their women students. They have good reason to believe that their best pupils will desire to go to Oxford rather than to Cambridge so long as membership of the University with its manifold advantages is denied to women. They recognise, further, that in future electing bodies may prefer to appoint Oxford women rather than Cambridge women to the chief posts in the professions, and that this will prove detrimental to the professions as well as to the Cambridge students.

As head mistresses of secondary schools they deplore the loss which must result if Cambridge is thus debarred from contributing its own peculiar gifts in full measure to the education of the country.

Yours faithfully,

GRACE FANNER,

President of the Association of Head Mistresses.  
Member of the Roll of Newnham College, Cambridge.

29, Gordon Square, W.C. 1.  
26th November, 1921.

## LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

### BOOKS AND THE MAN.

#### A Romantic Poem.

Mr. R. C. K. Ensor, the author of "Odes and other Poems," which I hold to contain some of the most sane and wholesome of modern verse, has now completed the enterprise of writing a narrative poem, which he entitles "Catherine: A Romantic Poem." It is published by Sidgwick and Jackson at 4s net, in a most attractive little volume. The publishers tell me that this book is the first to be printed in the "Garamond" type, a fount devised by Claude Garamond, who was appointed Royal Printer to King Francis I in 1533. His Roman and italic founts became famous, and the original punches cast by Garamond have remained in the possession of the French Government. Certainly the type is very beautiful, a fit vehicle for Mr. Ensor's delicate and clear-cut verse. In a preface of some ten pages he tells us how to set about the reading of a narrative poem—to begin at the beginning and read straight on for as long as we can endure the thing. If further endurance is beyond us we are to fling the book away. On no account must we dip into the book here and there after the manner of busy reviewers.

Let me say at once that I followed Mr. Ensor's advice with proper docility and that I have not flung his book away. On the contrary, I have found it full of interest and charm. Here is a passage which reveals something of its quality:

"And so upon an April day it fell  
She wandered forth into her garden fair  
To breathe the blessing of the sun and air;  
For all without was shining gloriously  
With light and freshness; and the radiant sky  
From its blue depths shed blitheness everywhere.

She came like some celestial messenger;  
The daisies burst their buds to welcome her,  
And gazed upon her with their golden eyes;  
For her the thrush prolonged his melodies;  
The wind and sun in amorous fellowship  
Played round her neck and kissed her perfect lip.  
There was a quiet sadness in her mien  
That made her the more beautiful; the sheen  
Of the spring sun streamed on her golden head  
And flushed its roses into ripest red.  
So in her loveliness she passed along,  
And murmured to herself a plaintive song,  
Thinking none saw her but the birds and bees."

Here and there the poet drops into something which is reminiscent of a leading article, as in:

"Then the Archbishop intervened and said:  
'I have consulted with my clergy here,'"

or when Catherine is made to say:

"I grant the clergy often misconceive  
Their function."

I am content to say that Mr. Ensor is not open to this reproach. He is a poet of rare quality, and I hope that his story of Catherine will find many readers. I can imagine no more appropriate or welcome Christmas gift.

SILAS BIRCH.

### REVIEWS.

#### Education.

AN EXPERIMENT IN SYNTHETIC EDUCATION: by Emily C. Wilson. (George Allen and Unwin. 4s. 6d. net.)

This little book of sixty-two pages is written round a Chart for Five Years' Work. There is nothing particularly new in the idea of synthetic education, which after all corresponds to what was run to death some years ago by the American schools under the name of correlation. Miss Wilson and her friends, however, have profited by the errors of their predecessors, and have produced a workable system. The very fact of having reduced their plans to a definite scheme of work shows that the matter has been carefully and critically elaborated in relation to the possibilities of the school in question. Whatever can be successfully done in one school can be done in another with the changes necessary for varying conditions. Geography and history (particularly history) form what the Americans would call the core of the scheme, and the other subjects are somewhat ingeniously grouped round them. The text leaves a little to be desired in the way of exposition of what was actually done in the school. But some excellent material is supplied in the way of examination tests with the actual answers of the pupils. These answers are certainly excellent for the ages given, even though they breathe a certain air of priggishness that is perhaps inevitable in schemes of this kind.

S. K.

MY SUNDAY TEACHING: by J. R. Lumb. (S.P.C.K. Paper 2s.; paper-board, 2s. 6d.)

Here a Curate-in-charge writes to those about to begin Sunday School work. The book differs from others in that it is not a text-book of method, though method gets due attention. It is a book to be put into the hands of would-be Sunday School teachers to give a general account of what it is all about, and how they should make an immediate preliminary preparation. The author's aim is very successfully carried out.

RELIGION AND THE CHILD: by the Ven. G. M. McDermott and the Rev. T. H. Bindley. (S.P.C.K. Cloth, 3s.; paper, 2s.)

Written by an Archdeacon and by a Canon, and introduced by the Lord Bishop of Norwich, this little volume cannot fail to command the respect of those to whom it appeals. It is described as a manual for teachers and parents, but though it has a chapter on methods it is concerned almost entirely with the subject matter of religious instruction, and provides a great storehouse from which teachers and others may draw. Not only is the matter well presented, but a great series of little bibliographies puts the reader in possession of all the necessary means to complete his knowledge on any of the points that specially interest him.

METHODS AND RESULTS OF TESTING SCHOOL CHILDREN: by E. Dewey, E. Child, and B. Ruml. (Dent and Sons. 15s. net.)

This is described as a Manual of Tests used by the psychological survey in the public schools of New York City, including social and physical studies of the children tested. The work is most thoroughly done, and the records as provided in the various tables in the text are all that could be desired. The trouble is that the investigation was limited to a particular class of children in a poor part of the city, so that generalisations can hardly be made from the data supplied here, unless, indeed, with reference to similar classes of pupils in other countries. The racial element further complicates matters. An additional complaint arises when we note that the authors content themselves with supplying the statistical results, though this may only show that they appreciate the inherent difficulties of the situation. After all, their work was only an attempt "to throw light upon some of the preliminary problems involved in the establishment of a psychological clinic for normal children, and to discover whether or not mental tests can accurately describe and analyse an individual." The results so far seem to warrant an affirmative answer to the suggested question. Teachers will find the actual tests used of great interest, especially as they are fully described and the "instructions" carefully given. The whole book conveys a reassuring effect of thoroughness, and provides a storehouse of information that challenges interpretation. The material collected is of intrinsic value, and the whole is a contribution of the most serious kind to a very difficult problem.

C. C. C.

THE NEW EDUCATOR'S LIBRARY: (1) THE TEACHING OF HISTORY. (2) THE TEACHING OF COMMERCIAL SUBJECTS. (Each volume, 2s. 6d. net. Pitman and Sons.)

We have here a new and ingenious development in publishing. Messrs. Pitman are bringing out an important work, "The Encyclopædia and Dictionary of Education," and it has struck them that the use of their work might be increased if it were to some extent published sectionally. Accordingly, they are issuing little half-crown volumes very neatly got up and dealing with various aspects of education, the material being collected from the various articles in the "Encyclopædia." The two volumes before us deal with the teaching of two subjects—History and Commercial Subjects. The idea is a good one, as many people are sufficiently interested in one subject to buy half a crown's worth of matter on it, and yet do not care to embark on a big encyclopædia. To be sure, there is a necessary lack of unity in the volumes, as they do not appear to have been in any way re-written for this new purpose. But the matter is carefully arranged, and all the necessary information is there. In History there are eighteen articles, and in Commercial Subjects twenty-three. The list of authors is supplied in each case, rather we suspect, to the surprise of these writers, who had probably no idea that their encyclopædia articles were to enjoy this additional publicity. Most of these articles are written by acknowledged authorities on the subjects, and the whole presents in an eminently serviceable form the essential information on the matters dealt with in each section. A general introduction to each volume would certainly be an improvement, but every interested reader will get his full half-crown's worth out of each of these volumes as it stands.

S. K.

THE TEACHING OF HISTORY IN JUNIOR AND SENIOR HIGH SCHOOLS: by R. M. Tryon. (Ginn and Co.)

In a remarkably complete and scientifically conducted investigation of the whole problem of history teaching, Professor Tryon here examines the technique of presenting this subject to the pupils of secondary schools. The underlying idea is that there is a technique of teaching history that can be mastered by a teacher and actually applied in directing the daily classroom activities, regardless of the content of the course. Almost equal attention is paid to the pupil and to the teacher. The methods of study are carefully examined, and the teacher's responsibility fixed for inculcating satisfactory modes of study. The teacher's qualities in their turn are examined, and a series of most interesting tables submitted containing analyses of the causes of professional success and failure. The conditions most favourable to the teaching of history are examined, and suggestions offered for the guidance of those who are unfortunately placed in this respect. All the recognised methods are passed in review—recitation, lecture, and text-book. The topical, source, and problem plans are duly investigated, and the relation of history to the other school subjects carefully worked out. Examinations and other methods of testing the results of history teaching are carefully discussed, and collateral reading gets due attention. The all important matter of treating current events gets the attention it deserves, and the preparation of schemes of work—that bugbear to the over-conscientious, and still more to the under-conscientious, teacher—is dealt with in a very helpful way. The bibliography of the subject is remarkably well attended to, and there is no excuse for ignorance on the part of any teacher who is fortunate enough to have Professor Tryon for guide. The work is unusually well documented with first-hand critical material. The striking feature of the book is the human touch. Throughout the reader is made to feel that he is in actual touch with a fellow teacher, who has played a notable part in the processes described. The background is naturally American, but the principles can be readily applied to English conditions. Wherever we have made a good contribution to the subject our work is included. Keatinge and Allen are there all right, but Archer is too recent to have got across. Professor Tryon has given us a notable contribution to his subject.

J. A.

GIVE ME THE YOUNG: by Edmond Holmes. (Constable and Co. 6s. net.)

It looks as if Mr. Holmes stood in some danger of overwriting himself. He has already proclaimed his message, and proclaimed it supremely well: it is doubtful whether the present work will in any way advance the cause he has at heart. The reader who is familiar with its predecessors cannot but feel that here is nothing new here. The criticism of Kidd and Bateman

does not help much: the lesson of the German failure has been already given in the *Nemesis of Docility*: and the rest is largely a repetition of Mr. Holmes' now well-known views. A certain amount of repetition occurs even of actual illustrations and quotations. *Egeria* plays her usual part; the Montessorian incident in the Pincian Gardens reappears; and the *Student in Arms* is once more invoked. It is true that to *Egeria* is now added *Diotima*, the priestess of happiness. But her contribution hardly warrants the creation of a new player in the Holmesian drama. The purpose of the book is to find a middle way between Bateson's fatalistic apathy and Kidd's too facile idealism, and had the problem not been solved already in preceding volumes, the present book would be amply justified. The cultivation of disinterestedness and unselfishness is in itself an educational process of the highest value, and probably Mr. Holmes thinks it cannot be too frequently recommended to the public. There we differ. It seems to me that there is a limit. But maybe he is right. In any case, he makes one or two recommendations of a specific kind that will be cordially endorsed by practical teachers, notably the call to cease holding examinations in religious knowledge. Many of Mr. Holmes' side remarks are suggestive: for example, "It is possible that one reason why the weavers were able to do so much for themselves was that they had never attended public elementary schools!" The note on page 74 would be improved by a reference to the distinction between the subjective and the objective will. On page 25 Mr. Holmes confers a title that is as yet only on the way. There is no index.

C. C. C.

AN ENGLISH COURSE FOR EVERYBODY: by S. P. B. Mais. (Grant Richards. 6s. net.)

From his introduction it is clear that Mr. Mais has had a considerable satisfaction in writing this book in an entirely untrammelled fashion. He is obviously tired of the technical way of writing on English and is delighted to let himself go. We gather from the dedication that the matter was originally presented to the cadets of the R.A.F. Cadet College, and we do not wonder that they enjoyed it. No doubt the lack of restraint is sometimes carried much too far. For example, it is hardly consistent to give a chapter on "Criticism" in which there is a warning against exaggeration, and yet to write yourself the unrestrained statement: "Our English Literature is the finest literature in the world, and is worth the whole of Greek, Roman, French, German, American, Italian, Spanish, Chinese and Russian literature put together." A good deal of the incidental criticism throughout is in a correspondingly violent strain. But in spite of this we cannot help being greatly attracted by the freshness and virility of the book. It is not difficult to appreciate the stimulating effect it will have on adolescents. The staid schoolmaster will, no doubt, be a little timid in presenting it to his pupils, but the exuberance is not really dangerous, and the resulting stimulus is well worth the risk. Mr. Mais has emphatically the gift of rousing the interest of the young. He writes in a vigorous style, and it is quite exceptional to find such an error as the use of *deduct* on page 300.

The keynote of the book is modernity. The approach to English literature is made through recent, in many cases living, writers. The standard authors have their place and are treated with all due respect, but experience appears to have taught Mr. Mais that the best approach for youngsters is through nineteenth and twentieth century writers. An excellent feature of the book is the number of selections to illustrate the authors considered. A good deal of critical matter is also presented under quotation marks, which is all to the good, for Mr. Mais' rather emphatic expression of literary judgments is all the better for a comparison with less extreme opinions. The more conservative among us will have doubts about the advisability of encouraging boys to make parodies of Shakespeare and other of the greater deities. It may be true that "There is no more valuable way of getting at the heart of an author than by making a really good parody of his work." But the number of youngsters who can make a "really good" parody is negligible. The experimenting schoolmaster knows exactly the sort of thing produced by an invitation to parody. It is only fair thus to warn the staid schoolmaster of what to expect in this book. But it has important compensations. It is certainly written on an entirely new plan, and includes elements that find no place in the ordinary text-book. In the hands of a skilful teacher it could be used with excellent effect. For the private student just past the adolescent stage it will be found of great service. For continuation schools it should prove a marked success.

J. A.

**English.**

A BOOK OF ENGLISH PROSE: by S. E. Winbolt. (Blackie and Son, Ltd. 3s. net.)

This is a book of fairly long extracts intended mainly for pupils from fourteen to sixteen. The book may be used both for "appreciation" and for "composition" models. The arrangement appears to be chiefly with a view to the latter object. Thus the contents are arranged under the usual heads of "description," "narration," and "exposition." For those who prefer this method of teaching the book should be helpful, but if it is to serve in any sense as a prose anthology there are serious objections to such an arrangement, not the least of which is the fact that the chronological sequence and perspective is thereby lost. Nor are we altogether enamoured of the editor's interpolated remarks. Remarks such as that which closes the book "And now, goodbye all of you! I hope that as the result of our work together, to the joy of your lives something, however small, has been added," seem to us to be an entirely unnecessary intrusion of the compiler's personality between the class and its teacher.

ENGLISH PROSE: edited by W. Peacock. Vol. III. Walpole to Lamb. (Oxford Press. The World's Classics. 2s. 6d. net.)

This entirely admirable selection is a welcome addition to the series of five volumes of English Prose. The set should form a valuable and authentic dictionary of the acknowledged best in English prose writers. Considering its length of some five hundred pages, the price of the book in these days is modest. If space had permitted we should like to have seen a greater representation of the polite letter writers who were so characteristic a feature of eighteenth century English prose, though we recognise the difficulties of the editor of books such as these.

A BOOK OF VERSE, FROM LANGLEND TO KIPLING: edited by J. C. Smith. (Oxford Press. 3s. 6d. net.)

Teachers and scholars who are familiar with the editor's "Book of Verse for Boys and Girls" will welcome this latest selection. It is intended to supplement the earlier book, and the needs and interests of older pupils have to some extent guided and controlled the choice of poems. It is also, more particularly on the non-lyrical side, a most excellent supplement to Palgrave's "Golden Treasury."

"Let them (pupils)" . . . says the compiler in the preface, ". . . add to these poems this collection with the English Association's 'Songs of To-day' for contemporary lyric, and they will leave school not ill grounded in English poetry." This, we think, is not an excessive claim for this really good book. The range is wide, the selections sound, and the taste catholic. One point only strikes us. If American poetry is to be included why should the representatives be restricted to Emerson's "Uriel" and three selections from Whitman. Finally, not the least valuable part of the book is a scholarly survey of the whole field of English poetry which is unostentatiously included in the preface.

LONGER NARRATIVE POEMS (Eighteenth Century): edited by Geo. G. Loane, M.A. English Literature Series for Schools. (Macmillan. 1s. 6d.)

This is a useful addition to a well-known series of class-books. It is intended for use in the third year of a secondary school course, and is complete with notes, questions, and helps to further study. The poems selected for study include a poem and a writer that we are glad to see included in a representative selection.

PASSAGES FOR PARAPHRASE, INTERPRETATION AND PRECIS: edited by D. M. J. James. (Blackwood. 2s. net.)

This is a book of miscellaneous extracts, poetry and prose, written frankly for examination requirements. Just so long as this particular type of question appears in examination papers, so, we imagine, will books of the type before us continue to be produced. We should prefer a study of literature to be made for its own sake, in which case the utter formlessness of such books would be apparent.

METHUEN'S ENGLISH CLASSICS.

1. TWELFTH NIGHT;

2. MACBETH;

3. AS YOU LIKE IT: edited by G. H. Cowling. 1s. 6d. each.

4. THE DUCHESS OF MALFI: edited by F. Allen. 2s.

These are attractive and well printed little books at a reasonable price. The introductions, notes, and glossaries will be found sufficient for school use. The books may be recommended.

THE CLARENDON SERIES OF ENGLISH LITERATURE.—COWPER, POETRY AND PROSE: with essays by Hazlitt and Bagehot. (Oxford Press. 3s. 6d.)

This excellent series continues to grow. This latest volume follows closely its predecessors. Thus we have a brief introduction, followed by the essays of Hazlitt and Bagehot, and a full selection from the writer's poems and letters. The whole forms a most excellent introduction to Cowper, while the attractive way in which the book is produced is in keeping with the traditions of the Oxford Press. It should be cordially welcomed by both the student and the general reader.

A COURSE OF READING IN SCIENCE AND LITERATURE. Part I: selected or contributed by J. A. Thomson, F. Mort, J. F. Rees, R. F. Savage. (Oliver and Boyd. 3s. 6d.)

The weakness of this book, and all such books, is that extracts can never replace original unabridged texts. "Snippetting" is a poor substitute for the serious study of an author or a period. Yet the editors and contributors have made a gallant effort to provide an attractive "reader." Here will be found good, authentic extracts dealing with natural history, physical science, geography and history, as well as general literature. Used as something more than a mere "reader," and as a basis for a variety of written exercises, this book should find a welcome in schools where the time for the study of English is limited.

THE ROMANCE OF BRITISH INDUSTRY SERIES.—THE TOOLS OF MAN: by John Hill. (2s. 3d. net.)

This book is certainly an improvement upon the earlier books of this series. It is intended for use in the new type of day continuation school, though it might well find a place in the ordinary evening school for elementary students. The actual reading matter is all too brief and the continuity of the subject is broken on almost every page by somewhat tedious lists of "things to do." We should prefer to see (a) a continuous account; (b) an appendix of suitable exercises; (c) hints to teachers. It is evident, however, that the author knows the type for whom the book is intended, although he has avoided deliberately "writing down" to them. But the best of the book is not so much the subject matter it contains with regard to the tools of man, as the method of approach it indicates, for this combination of history and geography, reading, writing and simple research is undoubtedly a good way of developing English teaching in such schools.

THE GENIUS OF THE GREEK DRAMA. THREE PLAYS: by C. E. Robinson. (Oxford Press. 2s. net.)

This little book represents a praiseworthy attempt to bring typical Greek plays within the reach of the ordinary school and to adapt them to the very marked limits of the so-called "dramatic method" in schools. The plays selected are the "Agamemnon," the "Antigone," and the "Medea." Each is somewhat foreshortened, but with the deliberate intent of being read (or acted) uninterruptedly in a single period of not more than an hour, while the "introduction" contains further valuable hints on the dramatic presentation of these plays.

We hope Mr. Robinson will continue this courageous attempt.

**Modern Languages.**

LE TOUR DE LA FRANCE PAR DEUX ENFANTS: by G. Bruno. With Questionnaire and Exercises by Mlle. Reynier. (The Educational Co. of Ireland, Ltd. 2s. 6d. net.)

This edition for British schools of a work widely read by French school children is a volume many teachers will wish to introduce to their classes. To accompany each chapter there are: (1) explication de mots, (2) questionnaire, (3) exercices grammaticaux, (4) sujets de composition française. These exercises are most useful.

THE PRINCIPLES OF LANGUAGE STUDY: by Harold E. Palmer. (George Harrap and Co., Ltd. 6s. net.)

A very welcome examination of this subject. Mr. Palmer has had many opportunities of observing various methods of language teaching and study and their results. We are grateful to him for placing before us the results of his long and careful investigations.

The most important chapters are probably those on "Our Spontaneous Capacities for Acquiring Speech," and "Habit Forming and Habit Adapting." These chapters should help all to determine the relative values of the direct method and the formal method. "Studial" methods have their place, often a very necessary one, in language learning, but as a rule the "spontaneous" method is best. Mr. Palmer makes it clear

that to understand the structure of a language is of little help in using that language. We must form habits by hearing the foreign sentences if we wish to use the sentences automatically instead of constructing them laboriously.

In another chapter, "Gradation," emphasis is rightly given to the absolute necessity for drill work as preparation for accurate free work (conversation, composition, etc.).

In the chapter on "Concreteness" the supreme importance of cumulative examples is brought home to us. Teachers often to their cost lose sight of this important factor.

The great evil of the old system of language teaching lay in exaggerated attention paid to grammatical construction. Unfortunately the evil was thought to be translation. It is now time to reinstate translation as a valuable help to language learning.

**AN INTERMEDIATE TEXT-BOOK OF FRENCH COMPOSITION:** by T. B. Rudmose-Brown. (George G. Harrap and Co., Ltd. 3s. 6d. net.)

Truly an excellent guide to French composition. Professor Brown purposely omits to speak of rules and difficulties which are generally dealt with in books on French grammar and composition. He concentrates on the difficulties which are not well treated in any of our commonly used text-books. This book will form an excellent step towards Ritchie and Moore's book. It is a very successful attempt to enable the student to write not merely grammatically correct, but also idiomatic French.

Teachers will welcome this book, which comes to their service and does not attempt to usurp their functions. The instruction given is rendered much more valuable by the support and illustration of sentences taken from well known French authors. There are eighty-four pages of most useful hints on the use and translation of various parts of speech and of various words and phrases. Then follow twenty-five passages for translation, and finally a very useful vocabulary-index.

**METHUEN'S FIRST FRENCH BOOK:** by Edith C. Stent. (Methuen. 3s.)

An admirable little book. It is well printed on good paper and bound in limp cloth. It is intended for use after thorough drill in phonetics. The first twenty pages give very valuable suggestions on method of transition from phonetic to nomic script. This portion of the book will prove exceptionally useful to teachers. Then follow thirty-nine well-graduated lessons. Each one contains: (1) reading passage, (2) questionnaire, (3) illustration of grammatical rules (the rules themselves are given at the end of the book in a *resume de grammaire*) (4) verbs, (5) exercises. Sometimes also a passage of verse is added for learning by heart. At the end of the book are several pages of *Jeux*, *Devinettes* and *Chansons*. The reading passages are on a variety of interesting subjects and made brighter by means of twenty-one illustrations.

**FRENCH HISTORICAL PASSAGES (1789-1870) FOR READING OR TRANSLATION:** compiled by E. Allison Peers, M.A. (Oxford Clarendon Press. 3s. 6d. net.)

This is a volume of 101 French extracts, representing over forty authors. Mr. Peers trusts that those pupils who use the book for translation (unseen or prepared) will at the same time gain some knowledge of history. This aim should be fairly easy of achievement if the teacher will allow a little time for the pupils to study passages from the introduction. Mr. Peers has written in English a very clear introduction dealing with the whole period covered by the extracts. He also hopes that the book will be used "as an historical reader in the higher forms of schools and the less advanced classes of universities." Such a use is assured once teachers have made the acquaintance of the book. A very useful bibliography is given in three sections: (1) Books from which extracts are taken, (2) books of general interest, (3) some novels, etc., dealing with the period (English and French). A few useful notes are given at the end of the book. In the introduction reference is frequently made to the numbered extracts.

**FLEURS DE FRANCE. POESIES LYRIQUES DEPUIS LE ROMANTISME.** Avec Introduction de W. P. Ker, et Préface de Lady Frazer. (Oxford: Clarendon Press. 3s. 6d. net.)

A much-needed anthology of modern French poetry, which will probably be in great demand. There are 154 pages of text. Many poets are represented by one poem only, a few by as many as four, and only Verlaine by seven. There are four series of poems:—(1) Les Derniers Romantiques (seven poets), (2) Les Parmassiens (twenty-nine poets), (3) Les Symbolistes (eight poets), (4) Les Modernes (fourteen poets). The poems, however, vary

much in quality. Besides dates of poets it would have been well to give a brief outline of their life and particulars of their published work.

The next time Professor Ker writes an introduction to an anthology we hope he will not devote the greater part of it to reminiscences of a poet whose works are only represented by three out of 154 pages of text.

### Geography.

**A SCHOOL ECONOMIC ATLAS:** by J. Bartholomew; with an Introduction by L. W. Lyde. Fifth Edition. (Oxford University Press. 6s. net.)

This atlas deserves the success it is enjoying. The arrangement by which, for example, the atlas opens and presents eight maps of Africa (pp. 36-37), showing relief, summer and winter temperatures, rainfall, vegetation, population, and political boundaries, all immediately comparable with each other, stands as a symbol of the modern method in teaching—and learning—geography. Professor Lyde has made excellent use of the nine pages allotted to him, and has managed, of course, to outline his own interesting view of race in relation to geographical control.

### Chemistry.

**QUALITATIVE CHEMICAL ANALYSIS:** by M. Cannon Sneed (Ginn and Company, New York, etc. pp.vi.+198.)

This American book on Qualitative Inorganic Analysis differs from the usual English-books on the subject in that it is based absolutely on the electrolytic dissociation theory of Arrhenius. The questions of solution, ionisation, physical and chemical equilibria, oxidation and reduction, etc., are fully discussed from this point of view. The treatment of the subject is carried out in a very skilful manner, the various points being well illustrated by experiments. In these days the chemist should be prepared to make use of comparatively elementary mathematics in the study of his science, even when dealing with qualitative analysis; the author does not hesitate to use the mathematical instrument, and indeed it is only by such use that the subject can be properly discussed on the lines adopted.

There is no doubt that a student, after working through this book, would have a very clear idea of the principles on which qualitative analysis is founded; the subject would be raised above a mere series of mechanical and often unintelligible rule-of-thumb manipulations.

T. S. P.

**ORGANIC ANALYSIS. QUALITATIVE AND QUANTITATIVE:** by E. de Barry Barnett, B.Sc., F.I.C., and P. C. L. Thorne, M.A., A.I.C. (University of London Press, Ltd. pp.xi+168. 7s. 6d. net.)

Owing to the inherent difficulties in the two problems it is an altogether different proposition to draw up a satisfactory scheme for the qualitative analysis of organic compounds from what it is for inorganic substances. Because of the difficulties involved there are very few books which deal satisfactorily with qualitative organic chemistry, and only too often does the student proceed in a haphazard manner with his identification tests.

In the present book the authors admit that a scheme for the identification of any organic compound cannot be devised, and consequently do not attempt the impossible. Stress is rightly laid on the detection of radicals by systematic tests and the completion of the identification by the preparation of derivatives, or by the quantitative estimation of some radicle or element present. By these means the authors hope to raise qualitative organic work above mere "spotting" and to place it on a more scientific basis; in the opinion of the reviewer, they have been eminently successful in their endeavour, although there may be differences of opinion with respect to minor details.

The portion dealing with quantitative work follows the usual lines, and, in addition to the estimation of the elements, it includes a selection of exercises in the estimation of individual radicals.

In describing the Carius method for the estimation of halogens the authors rightly state that the process of sealing off a bomb tube is best learnt by practice, after seeing it done by an expert. Why, then, waste space by giving a description of the process? In the estimation of sulphur there is no indication given that it is necessary to remove all the nitric acid before precipitation with barium chloride, otherwise wrong results will be obtained. It is suggested that in a future edition an account should be given of the accurate and elegant vacuum method for the estimation of nitrogen.

The above are minor blemishes, and the book can be well recommended.

T. S. P.

### Economics.

THE ECONOMICS OF EVERYDAY LIFE: A FIRST BOOK OF ECONOMIC STUDY: by Sir Henry Penson, M.A. (Cambridge University Press. Part II. 4s. net.)

Sir Henry Penson has come nearer than any writer we know to reaching that difficult—and some would say, undesirable—goal: achieving a work on economics that is not absolutely repellant, or at least boring, to the adolescent. In Part I he treated of what was called, in the old jargon, Production and Exchange. Here he is concerned with Consumption, or the satisfaction of wants. On the last leaf he sums up his two little volumes, and sets out two dominant features of modern economic life: (1) the interchange of services, (2) economic independence. Had the statesmen of Versailles but been taught enough economics to grasp the significance of these two phrases, perhaps Keynes might have been spared the writing of his book. Perhaps not, however; there were other strong forces at work.

If any teacher wishes to give lessons on economics to senior boys, he could scarcely find a better text-book than this.

### History.

THE GROWTH OF POLITICAL LIBERTY: A SOURCE BOOK OF ENGLISH HISTORY: edited by Ernest Rhys. (Dent: Everyman's Library. 2s. 6d.)

Mr. Rhys says in his introduction that the main idea of this book is "to trace the slow political growth of the common folk." The aim is a big and a difficult one: an impossible one for a small volume, in its completeness. But there is sufficient of achievement here to justify the place of such a book in so well known a series.

The method is, of course, chronological; but it is a chronology of incident, not of document. Thus the second "source" extract, coming after Camden, is from Freeman's "Norman Conquest." It embodies some of the "Freeman" view of the Witan, for example; but it is not offset, as is the way of historical research and criticism it should be, by any hint of the very different view given by Maitland and Pollard. The collection, in fact, is not historical-critical so much as historical-literary. Its great merit is that it brings us pleasantly along one of the great alleys of the forest of time, and that it does in some definite sense show that essential mark of living things: growth.

SOME RECENT BOOKS ON ECONOMIC AND SOCIAL HISTORY.

1. A HISTORY OF INDUSTRY: by Ellen L. Osgood. (Ginn and Co. pp. 430. 9s. 6d.)
2. A SHORT SOCIAL AND POLITICAL HISTORY OF BRITAIN: by R. L. Mackie, M.A. (Harrap and Co. pp. 420. 4s. 6d. net.)
3. THE PIERS PLOWMAN SOCIAL AND ECONOMIC HISTORIES. Book III (pp. 156), by N. Niemayer; Book V (pp. 216), by E. H. Spalding. (G. Philip and Son. 3s. and 3s. 6d. net.)
4. A DIGEST OF BRITISH ECONOMIC HISTORY: by F. H. M. Ralph and W. J. N. Griffith. (Murray. pp. 191. 5s. net.)
5. A SOCIAL AND INDUSTRIAL HISTORY OF ENGLAND: by E. Welbourne, M.A. Modern Times. (Collins. pp. 212.)
6. A SOCIAL HISTORY OF ENGLAND: by F. Bradshaw, M.A., D.Sc. (pp. 404. 6s.)

The output of "economic" histories and "social" history, especially in the form of school books, does not yet seem to have arrived at diminishing point. It is no doubt a necessary after-result of the Industrial Revolution, and it is rather directly connected with the general changes in the way of thought of the last fifty years.

Of these volumes, there is only one where the view is general, and that one comes from America. Miss Osgood goes back to the Stone Ages, and is more than half through her chapters and pages before she reaches the Industrial Revolution. Her field also is not any one country, but the world in general. In the last chapters the attention is focussed, however, upon the United States. This Wellsian conception of history seems to be commoner among the schools across the Atlantic than it is here. The chapter on "Handicraft Industry in the Colonies" gives us, on the other hand, an interesting counterbalance of localism. There are chapter references, the usual American chapter-questions (here in the form of "Topics for Discussion") and a good index.

Mr. Mackie tells us that he would have called his book, had he dared, "A Philosophical History of Britain for Schools." He wanted, he says, "to do for the schoolboy of twelve what Professor A. F. Pollard, in his brilliant little 'History of England,' has already done for the general reader." He wants,

in fact, to do more than can be done in a book, as every keen teacher does; and the average "boy of twelve" will flinch somewhat at this volume. But with a good selection of little pictures, and some ingenious arrangements of chapters ("The Tudors in Wales and Ireland," "Scotland in the Seventeenth Century" for example) he lightens the task of that boy—and of his older brothers.

The "Piers Plowman" Social Histories resemble in their general scheme, as in format, the "Piers Plowman" School Histories, now well known. These two of the seven books of the series to be completed, cover the periods 1300-1485 and 1600-1760. They are very readable, and are illustrated by maps, plans, and reproductions of contemporary drawings. The book lists at the ends of the chapters are particularly good and full.

The "Digest" of Mr. Ralph and Mr. Griffith is a kind of note-book in headed paragraphs, to be used alongside an ordinary history text-book. Guild Socialists, we think, will not be pleased to hear that their scheme is "a variant of Syndicalism," and it will be news to most Marxians to hear that "the influence (of Karl Marx) among the workers is unbounded." Nor is the contrasted pair of Fabian gradual-permeators and whole-hog "Nationalisers" any more in accordance with the realities of Labour and Socialist groups. The "Nationalisers," as a distinct group, do not exist.

Mr. Welbourne's book is intended for the new continuation schools. It covers the period since the Industrial Revolution and it takes in an account of "The Economic Thinkers, and the reactions of their theories upon national policy. There are useful chapters also on "Money, Banking, and Trade," "Food Supply," and "Modern Society," subjects that hardly appear in the usual social histories.

Mr. Bradshaw's book is written for students of the University Tutorial College, and students preparing for examinations in general. It is a good student's text book, planned upon the usual lines.

EUROPE AND BEYOND: by J. A. R. Marriott. "A Preliminary Survey of World Politics in the last half-century, 1870-1920." (Methuen. 6s. net.)

This is a continuation of Mr. Marriott's well-known "Remaking of Modern Europe, 1789-1878," which was first published in 1909. A comparison between the two books naturally suggests itself; and it is the more recent of the two that most suffers by the comparison. The chief difference is one of mental attitude. The somewhat detached Oxford lecturer on history, the writer of "The Remaking," entered Parliament at the election of 1918. The present book is the work of an historian and a politician.

This change is of doubtful benefit to the history reader. There is another change, however, that marks a real gain. The range of view is no longer confined to Europe, because it may now be very definitely asked: What do they know of Europe that only Europe know? Thus we have a chapter on "West and East," and another on "The United States as a World Power." There is a sense of interpolation, here and elsewhere; but that no doubt chiefly arises from the fact that some of the book has been produced piece-meal, for publication in the Reviews. Few such summaries of the relations between Europe and the Far East are available for the general reader. And here, wisely we think, Mr. Marriott throws back, for his rapid sketch, not to 1870 but to the sixteenth century, so securing a perspective for the whole story of Europe and the East. He gives the Anglo-Japanese Treaty of 1902 in full. And in a flash and a phrase he visions the thread connecting Bakunin with Lenin.

But this only accentuates the extraordinary fact that Mr. Marriott flinches from the Russian part of his task. The rule of avoiding the controversies of the day may be defended or attacked, or course; but in any case, is it not a little surprising, in a "Survey of World Politics 1870-1920," to find all the significance and portent of the Bolsheviki dismissed in five lines?

In brief, Mr. Marriott is not here at his best. The atmosphere of the book permits him to begin the chapter on "The World Settlement" with "God has wiped the slate clean." This is the atmosphere of another Oxford, and of Kipling. The sentence stands below a sub-title where "Treaty of Versailles" stares out at us; and the effect is not pleasing.

R. J.

(Continued on page 572.)



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### Music.

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New numbers to hand of this edition are the second part of John Dowland's "First Book of Airs" (1597) and Thomas Ford's "Airs to the Lute, from Musicke of Sundrie Kindes" (1607). It has often been said that the charm of these old songs is so great that nothing can equal it; their freshness and beauty are indeed perennial, and one is glad enough to have them in accessible form. A new study of these old world treasures only deepens in one's mind the conviction that they are superlatively difficult to sing: herein all the old tricks of the trade are valueless; there are no perorations on top notes, no cheap and usual effects: the very simplicity demanded is an art in itself, and only a fine singer can make anything of these fragrant poesies from an old English garden; but, what possibilities there are for the real artist! Our artist singers surely will not neglect the opportunities that these volumes offer. The Dowland includes many lovely numbers, not least of which is the familiar "Awake, sweet love." Ford's genius is lyrical, somewhat melancholy (the majority of the songs are in the minor), but hauntingly sweet. Dr. Fellowes' work is well done. If one does not always see quite eye to eye with him in the modernised versions of the accompaniments, one can always fall back upon the original lute version, in every case so aptly transcribed; but the modernised versions are never out of keeping, and the whole thing is a scholarly and a fascinating production; add to the inherent value of the music, and its editing, the fact that the volumes are produced on good paper and in a charming style, and it will be realised that we have in these books something of more than passing value.

*The Sackbut*, under the new editorship of Miss Greville, has a cheery September number. (It may be obtained at 24, Berners Street, for a shilling monthly.) The longer articles are (1) upon Opera, by Herbert Antcliff; (2) upon the Piano-Player (by Sydney Grew); shorter articles, some poems, an amusing cartoon, reviews, and a letter (under correspondence) the like of which is seldom seen, and which one hardly knows whether to take seriously or facetiously, make up a very interesting number.

IN SONGLAND WITH CHILDREN. Edited and mostly composed by Carey Bonner. London: Andrew Melrose, Ltd. Price (paper) 5s.

Mr. Bonner is at home in music for children; and at all times he is sincere and happy, desirous only of giving real delight to the little people among whom he works, and caring not too much for the criticisms and comments of reviewers, so long as he can please the little ones.

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OLD ENGLISH NURSERY SONGS. London: George G. Harrap and Co., Ltd.

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(Continued on page 574.)

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"We need so much spiritual insight, and we have so little. Our telescopes may some day disclose to us the hills of Arcturus; but how will that help us if we cannot find the soul of the world? Is that soul alive and loving? or cruel? or callous? or dead?"

The author's illustrations had better have been omitted. His pencil is considerably less mighty than his pen. A word should be said of the production of the volume. In paper, printing, and binding it is excellent, and reflects great credit upon the new firm which has published it.

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joke it is of the variety known as "heavy." Again, on page 17: "A very remarkable case of railway charges was this: 'An iron bedstead wrapped in carpet cost 1s. to send seven miles, and the carpet was brought back for 1s. 6d.'" We have heard of worse. Again on page 24: "It may not be irrelevant to advise the student to avoid all such phrases as 'your good self' or 'your good selves,' for we have observed that they are frequently platitudes to cover over swindling." What a wicked world the writer lives in! Again, on page 28: "It is clear that an Englishman should not enclose English stamps to prepay a letter from an French customer, for if the latter puts English stamps on his letter and posts it in Bordeaux the English Government will benefit, although the letter will be conveyed at the expense of France." We should dearly love to have France's view of such a procedure. On the whole, in spite of the "real commercial instruments which have been given me by business men" and the "conspicuous assistance from some of the most eminent living authorities" which the writer has received (*v.* preface), we find the book rather dull, rather prosy, and hardly inspiring. The examples are of the ordinary examination type, and the plates appended seem a costly redundancy.

**SCIENCE PROGRESS:** A quarterly Review of Scientific Thought, Work and Affairs. No. 62. October, 1921. pp. iv + 174-344. (Price, 6s. net.)

This number is full of interest. Some of the accounts of recent advances in science call for special comment, owing to the nature of their contents. The "Articles," with the exception of one on "The Significance of Spectroscopy," are of biological interest, as also is the account of "Some other Bees," given under the heading of Popular Science. An essay on the scientific lay-out of the keyboard of a typewriter is well worthy of attention. T. S. P.

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CONSTITUTED BY ORDER IN COUNCIL, 29th FEBRUARY, 1912.

## IMPORTANT NOTICE

On Saturday, 1st October, 1921, a copy of the  
**REPORT OF THE COUNCIL**

for the

**TRIENNIAL PERIOD ENDING 30th JUNE, 1921,**  
was posted to each of the 69,000 teachers who have been registered by the Council.

The Report gives a general survey of the work and policy of the Council, and all Registered Teachers who have not yet received a copy should write to the offices of the Council at once.

*In particular it is desired that all changes of address  
should be forwarded, since the new edition of the*

## OFFICIAL LIST OF REGISTERED TEACHERS AND ASSOCIATE TEACHERS

is now being revised for publication.

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