

EDUCATIONAL TIMES

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JANUARY, 1923.

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| <p>I (Jan. 25). Meaning of the term psychology. Range of subject. Methods of study. The bodily factor. Psychology and the teacher.</p> | <p>VII (Mar. 8). Interest. Its various forms. How promoted. Use of interest in teaching. Interest and self-activity.</p> |
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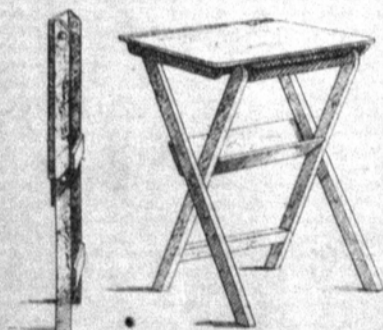
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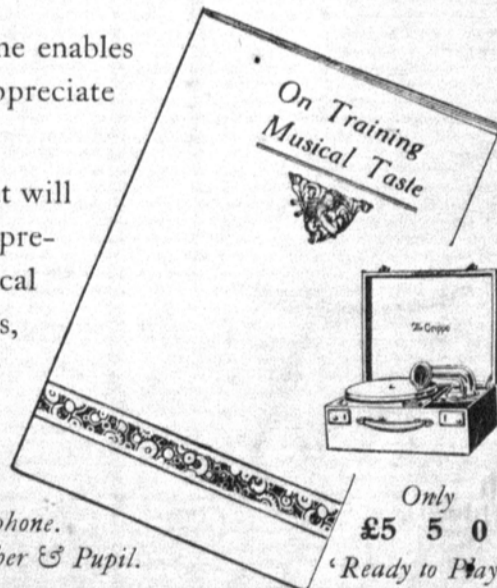
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JANUARY, 1923.

NOTES AND COMMENTS.

The Pensions Question.

A Select Committee is now engaged in an enquiry as to the present position in regard to pensions for teachers, with special reference to the alternatives of a contributory and a non-contributory scheme. Our Primary School Correspondent makes the interesting announcement that representatives of the National Union of Teachers have appeared before the Committee as strong supporters of the non-contributory scheme which was inaugurated in 1918. It is highly improbable that the witnesses themselves, or indeed any of the more thoughtful members of the National Union, have any great expectation of seeing the non-contributory scheme restored in the near future. By various devices, some of them none too clean, the weight of public opinion has been turned against the teachers, and in rural districts especially there is a widespread feeling that they have been treated far too generously in the matter of salaries. That the feeling is general we know from the ominous circumstance that Bishop Welldon has begun to declare that teachers are not giving value for their improved lot. The Dean of Durham knows little or nothing of what our schools are really doing, but he is a facile journalist, ready at all times to supply a brazen echo to the inarticulate and uninstructed murmurs of the mob. His chosen part is perhaps less distinguished than might have been expected.

Pension as Deferred Pay.

There is need for some clear thinking on the part of those who act for the teachers in the discussions on pensions. To begin with, it would be helpful if we dropped the term "pension" entirely, since it suggests something in the nature of a free gift or unearned bounty, such as the squire may give to a deserving and respectful labourer when the recipient can work no longer. The annuity given to a retired civil servant or a soldier, sailor, or policeman, is of a totally different kind, since it was part of the contract of service. It is, in fact, deferred pay, and should never be thought of as anything else. Thus, if a given person entering upon the service has the prospect of receiving an annuity after a prescribed number of years, it is certain that he will accept for his actual years of service a salary lower than he would demand if he were compelled to retire at a certain age without further consideration. Thus the pay which he takes after retirement is merely "deferred pay," or money which otherwise he would have taken during his working years, supplemented, it may be, by an amount which represents the convenience to his employer of being able to dispense with him before he is wholly decrepit, so escaping the expense of retaining him at a high salary when his powers are declining. The element of compulsory retirement, common in all schemes of superannuation, represents a real advantage to the employer, since it enables him to regulate the stream of promotion and also to escape the odium of dismissing old servants who have given their best days to the work.

An Unreal Difference.

When it is thoroughly understood that the so-called pension is nothing more than deferred pay, the discussion on the contributory or non-contributory principle will be seen to lack reality so far as finance is concerned. In the long run and over a whole service the cost to the employer will be the same on either plan. If those employed are expected to set aside a portion of each year's salary to be retained and paid back to them after retirement, they will expect to receive either a higher present salary or a higher rate of deferred pay, related in each case to the demand made upon them now. The recent demand that teachers should pay five per cent. of their salaries towards superannuation was a panic scheme for lowering salaries, and it was wholly devoid of principle in every sense of the word. It is a special "benevolence" enforced upon teachers in State schools as a contribution to the credit side of the national balance sheet. The corollaries have not been worked out, although this may be done by the present committee. One very important corollary of a contributory scheme is that the contributors should have a voice in the management. The Act of 1918 left everything to the decision of the Board, and laid it down that no teacher could claim a pension as a right. The Board's decisions have gone far to destroy the value of the Act as an attraction to recruits or a solatium to existing teachers. A contributory scheme which gave recognition to the teachers' rights and was free from irritating complications would be an improvement on the present plan.

Is a Plan Possible?

The arrangement of a scheme of deferred pay for teachers is a task which presents difficulties, though not insuperable ones. Such a scheme should recognise the essential unity of the teaching profession by making provision for teachers of all types. In doing this it would remove a fatal defect of the present scheme, which emphasizes differences and makes the transfer from one type of work to another extremely difficult. It should also include the class of organisers, directors and inspectors, all who exercise supervisory functions in the field of education, such as demand actual teaching experience as distinct from the experience of the office administrator. The whole teaching profession, including the supervisory classes, University teachers, and private school teachers, might put forward a plan on the basis of compulsory individual contributions, to be supplemented by an equal contribution from the employer. In the case of State-aided institutions the employer's contribution might be covered by a Government grant. The two equal contributions might be treated as an insurance premium providing for the teacher a steadily growing surrender value to be taken in case of early retirement, or a sum payable at early death, or an annuity plus a lump sum payable at the age of sixty. In effect this plan would involve the floating of an insurance company doing business only with teachers.

Stowe and Canford.

After Stowe House comes Canford Manor, another great house to be converted to the service of education. Stowe is rapidly taking shape as a school. It has acquired a headmaster and through him is recruiting a staff, while prospective pupils are applying for admission in numbers which ensure success, so far as numbers can. Now follows Canford Manor, the former home of Lord Wimborne, which is to be adapted as a school wherein the first pupils will include the boys from Clarence School, Weston-super-Mare. With this send-off the new enterprise will be launched under most favourable conditions. It is to be hoped that the proposal to re-name Canford as Wimborne College will be reconsidered, for the word college has been sadly misused, and it would be well if it could be reserved for institutions governed on a collegiate plan, with a head, fellows, and scholars. Wimborne School will probably succeed just as well as would Wimborne College. It is encouraging to find men such as Lord Gisborough and his associates ready to come forward in the provision of public schools instead of waiting for the State to act. Parallel with the State schools proper we should have a series of efficient independent schools, the two together making a national system of education such as would reflect the spirit of England with its mistrust of minute official control and its readiness to compromise and improvise as occasion needs. Good independent schools are the most powerful barrier against bureaucracy.

Music and Drawing in Matriculation.

It is generally agreed that music and drawing are valuable elements in the curriculum. It is agreed, less generally perhaps, that the pupil who attains proficiency in these arts should be entitled to credit. Those who do not agree are often moved by the belief that "boetry and bainting" are mysterious emanations of a magical gift which entitles its holder to no special praise any more than would a pleasing natural tint of hair or an impressive stature. There are some who would declare that skill in mathematics is a magical gift, a form of low cunning conferred by Nature on the fortunate few. Yet we do not refuse to the natural mathematician the credit for his skill in numbers. Why then should we refuse to the young musician and artist the recognition of their talent? In the first and second school examinations it would not be difficult to devise a syllabus which would satisfy any reasonable demand in respect of difficulty and educational value. Nor would it be impossible for the Universities to accept proof of proficiency in music or art as part of the required evidence of fitness to undertake a degree course. It is suggested that the business men will look with suspicion on a test which allows for the recognition of these æsthetic or humanising branches and that some University dons will not admit their value. In that case we must proceed with the difficult job of educating business men and dons until they can grasp the fact that our schools do not exist merely to serve their imagined needs, but to provide the best possible training for children.

The Tradesman's Entrance.

A correspondent of a London newspaper tells a story of a village schoolmaster who was new to the place and was summoned to the local vicarage on some business connected with the school. He obeyed the summons, and on leaving was told by the parson that teachers coming to see him on school business usually went round to the servants' entrance. Episodes of this kind are illuminating, and may be studied by clerics of the type of Bishop Welldon when they are moved to bewail the defects of the village school or the growing restiveness of teachers under the attentions of some of the rural clergy. A few pompous members of a class vowed to the exercise of Christian charity and personal humility can defeat the efforts of their more mannerly and better-disposed brethren, and can also make the village teacher's task extremely difficult. Perhaps the recent festival of Christmas has given them occasion to remember that there is no mention of any tradesman's door to a certain stable in Bethlehem.

Miss Isabel Cleghorn.

On Saturday, December 9th, occurred the death of Miss Isabel Cleghorn, the first woman President of the National Union of Teachers. She had but recently retired from the post of Headmistress of a school in Sheffield, where she had worked with unflagging devotion and distinguished ability for nearly forty years.

1922—1923.

Whither away, old Twenty Two? Whither away? said I.
To join the procession, Ma'am, he said, of my out-of-work family.
What do you carry, Twenty Two, in that weighty sack? said I.
Nice pie-crusts, Ma'am, in bits, he said, and very, very dry!
And who goes there, old Twenty Two? Who goes there, prithee?
Oh, that's a young fellow—the youngest of all—we call him Twenty Three.
Excuse me, Ma'am, I mustn't stay; I'm in a hurry, said he.
I'm going, going, gone, he said; I'm going, gone, said he.
And what's in your sack, young fellow? I asked; young fellow called Twenty Three?
Promises, Ma'am, fine promises! Who'll buy? Who'll buy? said he.

The two—I said, as I went my way—are as like as two round peas.
A fig for your Twenty Twos!—I said. A fig for your Twenty Threes!

GERTRUDE VAUGHAN.

THE DEATH OF ORG.

BY MME. AINO KALLAS.
TRANSLATED BY ALEX. MATSON.



Mme. AINO KALLAS.

Mme. Aino Kallas, the daughter of a distinguished Finnish Scholar, Dr. Julius Krohn, Professor of Folk Lore in the University of Helsingfors, married in 1900 Dr. Oskar Kallas, the present Esthonian Minister in London. Her published works include poems and ballads, and several volumes of short stories in which the authoress poignantly depicted sufferings of her adopted nation under the Russian oppression. These stories, which have been translated into Esthonian, Swedish, and German, helped to keep alive in Esthonia the spirit of freedom; three of them described episodes in the Esthonian rising of 1905, which was so brutally suppressed by Cossacks and other Czarist troops. Mme. Kallas, who follows in her short stories the methods of French realism, has been an important influence in the development of present-day Esthonian literature, as well as a powerful cultural link between the kindred Finnish and Esthonian peoples.

The literary charm and subtle psychology of the stories, in which Mme. Kallas reveals the soul of Esthonia, have won the admiration of critics in many lands. George Brandes, the distinguished Danish man of letters, writes of the exquisite prose poem, *THE WHITE SHIP*: "Truly, there is great art: it is a masterpiece, deep as it is brief. It is written by a real psychologist." Brandes, too, was deeply affected by the tale of Bernard Riives, which he justly commends for its "concentrated and powerful style."—C.

Over the new cowsheds on the manor a roof of shingles was being made. It filled a whole side of the yard; the wall of rough grey stone rose stoutly as the wall of a church, the unglazed windows gaped long and narrow. Only half of the roof-tree was in sight,—it was a noble log of pine that for times immemorable had souged in the manor park. But now a man sat astride of it and hammered in nails among the shingles.

Such cowsheds were unheard of in ten provinces. Even the drawings had been brought from afar across the seas, from the land where the cattle also had originated, and a builder speaking strange tongues had measured out the foundations in the company of the lord of the manor. The very stones for the walls were not from these parts—grey stone they were, hard as iron. Three hundred head of cattle were to find room in these sheds, as the owner intended to increase his cattle next year again. There were new-fangled objects, the purpose of which it was not easy for the uninitiated to guess; a heating apparatus that propelled hot air along pipes the whole length of the buildings; a system of ventilation that kept the air sweet by means of cross-currents, and special pipes that poured out an unending supply of fresh water.

All the other buildings on the manor estate were put in the shade by the new cowsheds, even the main building itself, which, despite its size, was low and old-fashioned. Not even the parish church could compete with them in grandeur, as this cattle-church had also its tower, many feet high, holding the reservoir to which the water

was pumped. And one morning a cross actually appeared on the spire of the new tower, only to disappear in some mysterious manner before the arrival of the bailiff. But after this occurrence the new cowsheds were christened the "Church."

The cows, the glossy-haired, peaceful givers of milk, passed their future home each morning—lowing at the great windows and butting their horns inquisitively at the corners of stone.

It was a very hot day before midsummer. The men up on the roof perspired as they hammered fast the shingles, high up on a level with the crowns of the hundred-year old oaks and limes. The lord of the manor had just finished his morning round of inspection and departed; the work progressed more slowly, the men slackening as the breakfast-hour approached.

On a pile of shavings against the wall of the cowsheds stood Org, the former cowherd of the manor, his feet stuck in shoes of birch-bark. During the last two years he had given up the herding, receiving a small pension from the manor as an acknowledgment of his lifelong toil in the manor's service.

But in spite of his pension, Org still followed the cows in summer for his own pleasure. A constant attraction drew him to the bog-rimmed slopes, where he sat on a tree-stump, working the grey bark of the stunted birch that grows in the bogs and watching the younger men run in their turn to drive away the cows from the bog's edge.

He swore fluently at the cows, scolding them like beings with the power to understand his words at the first hearing; angrily the guttural oaths burred in his throat, but despite the coarseness of his speech he never struck a cow.

From the time the building of the new cowsheds was begun he was never seen elsewhere. Already at the digging of the foundations he had been present, his shoes of birch-bark flapped slowly and regularly about the building-site, where he had chosen the edge of a sun-dried log as his perch. He spoke seldom with the workmen, and bore their jests calmly with never a tremble of his jaw that sprouted grey stubble. To himself he may have muttered now and then, but he never asked many questions, only sat throughout the days with a short pipe between his teeth. At times he would even enter the building and gaze with suspicion at the tower and the many taps, the meaning of which was beyond his comprehension. A well-meaning man would sometimes start to explain to him their purpose, and then he would grunt with pleasure, filled with respectful admiration. At times the wags would joke with him, feeding him the most unbelievable lies; the old man first believed them, but finally became aware that he was being fooled, and the would-be wits had the whole stock of his oaths poured over them.

For the day-milking, which was carried out at the other end of the yard, he would climb down from his pile of shavings, however; and when the maids were too far off to hear, he would speak to the cows, to each one separately, calling them by his grandest swear-words, as though dealing out a pet name for each of them. Then in a series of grunts he would tell them of the new cowsheds; they were to live like barons; even the priest had to be satisfied with a more humble palace, except on Sundays, when he stood in his pulpit. They would be able to gaze unbrokenly through the large windows on the highway for their pleasure, as noble ladies sit behind the drawing-room windows and, clad in their fal-lals, peep at the passers-by. He chattered finally about all the new fittings, the water-pipes and the ventilators; the immovable eyes of the cows fixed him with their goggling stare, and their jaws chewed unceasingly; further away, the steady trickle of milk was heard.

It happened once that someone told him of another baron's stables, where the stalls were of precious black stone: it spoiled his humour for a couple of days—no one would wish to be better housed than his cows.

According to his custom, he stood now again on his pile of shavings, on which the sun shone so that one might have expected it to burst into flames; on the roof the hammers clanked regularly and the roof-tree grew shorter as the white shingles crept forward, hiding it.

A man came driving a load of stones up the hill. The horse balked midway in the rise, stopping suddenly. The man struck with his whip at the thin flanks, under the skin of which the muscles could be seen tensing at once for a new effort.

"Come up, there,—who asked you to be a horse? You should have been a cow if you wanted an easy time of it."

The man's quip carried to the roof of the cowsheds, and a many-voiced burst of laughter came in response. "Should have been a cow—poor old horse."

Org, on his pile of shavings, twisted his mouth also into a smile; it was a brave jest for him.

But suddenly a man burst out on the roof, knocking a nail into the shingles as he spoke:

"Better for many people to have been born cows, if food and drink in plenty is what they want. Cattle have churches built for them, but the truck-servants..."

It was a wandering labourer from the towns who had spoken.

A single attempt of laughter was heard that died, however, in the laughter's throat.

For a long time no one spoke.

But on the roof it was as though something had taken root and begun to grow, as poisonous fungi spring swiftly forth in rain-mist. Over the men's heads a sombre cloud seemed to take shape, despite the lambent sky; they worked sullenly, as though under a thundercloud, threatening deluge at every moment. In each of them it ripened separately, grew rapidly like a flaunting poisonous toadstool, no one broaching his thought to another. But to every one it became miraculously clear on the instant: Here I sit on the ridge of the cowsheds and hammer a high roof for cattle, and live myself with my children in a pig-sty. And they did not know which to wonder at most—the thought itself or the fact that they had only just now become aware of it.

The trifling jest of the horse and the cow fell like a spark in dry grass; but it seemed reluctant to burst into open flame, glowing instead as though embedded in damp moss.

The hammers clinked—clink, clank

Quite as on uncountable other workdays—no change whatever.

Only a mysterious brooding heat beat down on the roof—a heat that seemed to have come down from the sun into the hearts of the men, and there burned, wastefully, blinding them.

Org, on his pile of shavings, wondered at the silence that prevailed on the roof. He withdrew finally into the shade afforded by the corner, and remained there in a half-sleep, the shapeless cap drawn over his eyes.

The sun gave out a fiery warmth; everything sprouted and waxed under its rays. Something huge and amorphous ripened in its heat, something primordial—a deep unrest stirring the depths below the surface of outwardly unmoved countenances—the first attempt of men to grasp their own nature and their relations to the rest of things.

A couple of days later a deputation of the truck-servants waited on the gracious lord of the manor with a petition "that they might be housed as well as the manor cattle."

II.

Old Org dreamed a remarkable dream one December night. He stood on the unfinished walls of the cowsheds, and suddenly the workmen began to paint them over with red ochre. Also the roof received a sanguine coating, so that it glittered. Org went into the building, but there he received the greatest surprise of all—the men were there also, brush in fist and colour-tub beside them—and weren't the confounded fellows daubing the cows red. They were just at work on big Kirjo, the cow

with the white star in its forehead. The cows were being dyed bright red—their backs and flanks shone like flames of fire.

Org was just about to say: "Stop that, you pests!" but just then one of the men made a threatening move at him with a brush that dripped red.

And at that he awoke. The room was lit up by a ruddy glow.

He rose and opened the door. Before him stretched an open field—only a little snow lay as yet on the ground.

Behind the forest of fir the sky blazed red.

Org's thoughts moved slowly.

Suddenly he felt as though a burning spark had dropped from somewhere straight into his brain.

The manor was on fire!

The burning spark bit deeper and burned in his head—a swift pain spread through his brain.

Never in his life had he been compelled to think so rapidly.

And suddenly it became clear to him: the cows!

He emitted a low growl deep in his throat, tying meanwhile with desperate haste his shoes of birch bark to his feet.

Now he was already on his way to the red light, which drew him as a flame draws a moth.

He had never regarded himself as being in any way a necessary person in the world, but now he felt suddenly that without him it would be impossible to manage. The manor might well be attended to by others, but who would save the cows?

He cursed without ceasing as he ran, the cap fell from his head and began skipping along one of the plots. He ran on . . .

He was in the rear yard of the manor and was near to staggering from the speed of his run. The cowsheds were in their place, the high roof cut darkly across the flaming light that came from behind it.

The manor main building was on fire.

Org gave up thanks to God that it was the main building and not the cowsheds. He felt at the same time that he had hurried too much, the breath was near to choking in his lungs.

The lowing in the stables grew deeper. It was a terrific bellowing chorale upraised in despairful agony.

Org felt the burning spark in his brain again. But he went first to the main building to see whether help was needed. He saw at once that it was beyond saving, the building burned from all its four corners.

People crowded the yard and the garden.

"There is water in the garden lake," he said to the first man he could seize hold of.

But the man only looked at him as though in a delirium, smiling a peculiar smile, and did not answer.

From the wing where the fire was less fierce, furniture was being carried out into the yard.

Org dragged himself there to see whether he could be of assistance.

Already earlier a huge stack of furniture had stood in the yard—gilded sofas and chairs with silken upholstery, carpets, portraits of knights and aristocratic maidens with bared throats.

Suddenly, Org saw to his wonder how some one began to set fire to the pile with a lighted torch.

At this, the spark in Org's brain burst into open flame. He, who had never thought much, began all at once to think, as though a sudden light had illuminated his brain.

Suddenly he understood that all these people had not collected, as he had first believed, to put out the flames, but to light them.

With their own hands they were burning up the manor, which their ancestors had at one time with their own hands built.

And they were burning, not only the manor, but something else, something fearfully heavy, something very very old. . . .

It seemed to them as though this shapelessly heavy and terrible something flew up and dissolved in the air like smoke—as though it had already ceased to exist. . . .

They looked at the smoke and imagined it disappearing with the smoke. . . .

Org felt inclined to weep at all these people and their wretchedness.

But again he awoke to the purpose that had driven him here.

"Why do the cows bellow so?" he asked.

"They are un milked these last two days," answered someone who rolled a large tun of wine.

Org understood this also. To-day he understood everything. These people who were casting off the weight of seven centuries from their backs—these had no time to remember that two hundred cows were un milked.

He began to run hurriedly towards the cowsheds. No one hindered him, everyone was engrossed in his own occupation.

He obtained admittance through the side door.

An ear-splitting bellowing filled the building—an incessant lowing, one unbroken vain appeal for help.

Some of the stronger cows had torn themselves free from their stalls and raged round the stables, goring each other until the blood streamed.

But the majority lay as though in fever, eyes burning, panting, lowing without cease.

All were in voice—some softly, whinnying plaintively, as though aware of the hopelessness of their condition; other frantically, with strong-muscled necks outstretched. . . .

The hay in the mangers had been finished, some chewed in their hunger at the wooden walls of their troughs.

The low-toned even whinnying nearly drove Org mad. Those who submitted to their fate had eyes magnified by fever, great eyes immovable as glass.

He approached one, it turned its head in a suffering manner—its eyes flickered wearily—suddenly it was overtaken as though by a fit of madness and drove its long horns into its trough, crumpling it up.

Org tried its udders, they were hard as stone, hot and swollen.

He began to milk the cow, straight on to the ground, on the straw.

But at the same time the impossibility of his task became apparent to him: he could not alone milk two hundred cows. . . .

His head felt as though on fire and the feeble whinnying seemed to enter his brain, echoing in his ears and through his head.

The whole shed seemed to have become transformed into the nethermost Hell, where everlasting lamentation prevails.

Org felt that his wits would leave him were he to remain in the cowsheds.

Now already he ran backwards and forwards along the platform of the sheds, cursing horribly.

Had the cows ever done anyone wrong, was it their fault that they dwelt in a church of stone.

It seemed to him as though the plaint of all these animals battling against fever and hunger was directed to him—as though all the lowing, bellowing mouths reached out towards him. . . .

A cow fell down on its side right before his gaze, in fearful torment, as though attacked by cramp, froth issuing from its maw. . . .

Org could hold out no longer, he fled—as though the whole horde of cattle had suddenly taken to following him in furious array, horns held down for goring.

Outside it was as light as day. The ancient spruce in the park burned at their crowns like tall pillars in an illumination.

Org stopped everyone he met.

"The cows, the cows," he kept on repeating.

His tongue would no longer form any other word: in this one word all his despair lay hidden.

But he met only delirious, fanatical eyes that stared uncomprehendingly at him—eyes blinded by fire, burning with strange, wild fires themselves.

"The cows," he stammered,

He could not say whether all these people were drunk, and if so, with vodka or with something else.

Something stronger than intoxication by spirits seemed to possess them.

All he understood was that no one even intended to help him.

But suddenly he saw a figure climb up along the corner of the cowsheds on to the roof, a lighted splinter in its teeth.

His brain seemed to burn up with the extreme rapidity of its effort, only an unfettered, blind fury remained behind. . . .

They were going to burn the cowsheds!

If he had seen his own cottage being set alight it would have hurt him less. Even the church might have been burned to ashes before his face.

Now they ran towards the sheds in increasing numbers—their shadows waxed long on the snow.

A curious emptiness had taken possession of Org's head, as though its contents had oozed away.

He ran back into the sheds, no longer knowing what he did, he bellowed, lowed in competition with the cows, surrounded by chaos. . . .

He began to release them from their leashes, one after the other, the cows gathered in a mass, rushed with the fury of despair at one another, piercing fearful wounds, crushing the weaker underfoot. . . .

But not one had the sense to charge towards the open side door.

Org roared at the top of his voice, loosening chains and couplings.

From the roof the crackling of the shingles was heard, it had taken fire.

The animals, half-demented with fever, gathered into one many-headed, many-horned monster.

A biting, suffocating smoke began to penetrate in clouds into the building.

Every thought of himself had left Org's mind, hardly could he have said who he was—he regarded himself as part of this gathering of cattle.

He commanded and ordered it about, he was its leader, but now he seemed to be speaking its own language, a language it understood.

One last logical thought blazed up in his dinning brain:

"Why don't they save the cattle—such expensive cattle—why don't they open the main door and carry out the animals?"

And then in answer to this, the last coherent thought:

"From the cows it all began, they lived better than the truck-servants—and this is their revenge on the cattle."

The fire glowed already through the roof—burning embers began to fall.

The excitement of the animals reached its highest pitch. . . .

But Org was no longer disturbed by the hellish din. He took part in it himself, ran round the place, liable at any moment to a fatal thrust or kick.

Suddenly he stumbled over something and fell.

He tottered up—before him lay a dead cow—newly calved.

The calf, quite moist yet, staggered on its feeble legs and reached out after its dam's udders.

Something awoke at that in Org, no longer a thought, but a kind of instinct; he took the calf in his arms and commenced to carry it towards the window. . . .

Everything else became suddenly of no significance to him—his ears ceased to hear, he imagined silence reigned around him.

Only the sticky body of the calf he bore in his arms was real to him.

He bore it as one bears a child.

The heat in the cowsheds was suffocating.

He arrived at the window, which was not at any great height from the floor. He tried to open it, but failed to find the catch and dashed the window into fragments.

He lifted the calf towards the window, its soft nose brushing his hand lightly now it was level with the window.

At the same moment something heavy and flaming fell straight on him.

He dropped on the cement floor of the cowsheds prostrate over the bleating calf.

Messrs. George Borwick and Sons, Ltd., proprietors of Borwick's Baking Powder, offer annually a scholarship, tenable for two years, at the National Training School of Bakery and Domestic Subjects, Buckingham Palace Road. The first award will be made this month.

Teachers of Natural Science in Secondary Schools will find two booklets by Mr. T. V. Barker, University Lecturer in Chemical Crystallography, Oxford, both suggestive and immediately useful. The titles are "The Study of Crystals in Schools" (9d. net) and "Practical Suggestions towards the Study of Crystals in Schools" (1s. net). (T. Murby and Co.)

THE DANISH "FOLK HIGHSCHOOL."

BY FRANCIS HACKETT.

When you come to Denmark you are soon told of the Danish folk highschool. If you stay in Copenhagen you do not hear so much about it, and what you do hear is not so entirely favourable. Denmark is not yet sure of the affectionate appreciation of its critical capital. But when you go into the country, especially into the real country in Jutland, you are certain to hear many references to the folk highschool. You will be asked if you visited Lyngby or if you are going to Askov, and you will occasionally hear the name of Grundtvig. The folk highschool is a Danish commonplace which no visitor can possibly escape.

Now education is either the dearest thing on earth, or the most alive and thrilling. And until one is convinced or in fact discovers for oneself, that the Danish folk highschool is a living institution, the notion that you must of course be interested in it is faintly irritating. You may go to one or another of its seventy examples, and you may see innumerable pleasant enough agglomerations of red brick. But these do nothing for your soul. The time is long gone by, for my part, when I can get any emotion from seeing the admirable gymnasium, the bright refectory, the convenient reading-room, of some public institution. These things may give one a mildly agreeable impression, like the impression a busy man retains of a new railway station. But there are too many perfectly appointed educational institutions strewn about the world, peppered with anæmic instructors who are meagrely paid, to let one wildly enjoy the sight of a fresh cluster of laboratories and lecture halls. The buildings are nothing but the apparatus, and in many cases the standardised apparatus, of education. What one seeks is a glint of the purpose, the necessity and the achievement of any educational scheme, even so obvious a scheme as that which demanded the Danish folk highschool.

It was in Copenhagen itself, at any rate, that I got my first intuition of the real achievement of this great institution.

At the present moment in Copenhagen there is an educator, Johan Borup, who is creating for the city worker the same sort of opportunity that was offered to the rural worker by the famous leaders of the seventies and eighties. And it was in talking to Mr. Borup that the meaning of the "highschool" suddenly became clear.

There are two main ways, apparently, of approaching the task of educating human beings. There is the way of the aristocrat and the way of the democrat, or, to put it in uglier words, the way of the snob and the way of the pleb. The snob would not use the brutal slang word "boobocracy" as an equivalent of democracy, but inside he thinks of the democracy as a "boobocracy," and he actually dislikes the idea of comfortable popular instruction. He sees fine education as an aristocratic attainment, a kind of high church relation with the verities, and when he has to talk of education to a wide public, or for a wide public, he talks of it as if it were a little like Alpine climbing—a sport which is delicious, dangerous and exclusive—and he finds himself delicately hinting that a popular movement toward learning is not unlike a Cook's tour in the revered and exalted Alps.

The democrat, on the other hand, has faith in education for the people, and he is particularly interested in devising ways by which the greatest possible number of people can be cheaply and interestingly and comfortably instructed. He knows, of course, that the classes attended by blacksmiths and carpenters and labourers and clerks cannot be very original or esoteric. He knows that the pace of these infantry recruits cannot be remarkable. But he believes that you cannot win wars with a magnificent general staff if you have not a diffused intelligence and responsiveness behind, or in front of, it. He insists that if the methods of education are to be those of the Latin academy, you shall get nowhere in the modern industrial world. You must meet common people in their common needs, understanding that "the workers want to get into the light," and you must give up classicism in favour of a method which the modern American philosophic slang would call pragmatic.

It was, indeed, Professor John Dewey's philosophy of education which Johan Borup of Copenhagen seemed to me to work out in the city highschool of which he is the principal. He calls himself a Christian, and he has his own politics, which I gathered were not Socialistic, but the very first idea he conveyed to me in his heroic English was the idea that man cannot cut himself after a preconceived pattern but must work out his own pattern according to the requirements of life. The business of the educator is not to tell the student what he should think and feel and believe, but to elicit from the pupil a consent to those particular "truths" that the teacher seeks to convey—truths not only about the technique of language and expression of one sort and another, but truths about culture and nationality and religion.

From the beginnings of 1864 the rural population of Denmark was induced to believe that no life was really complete without a course or two in a folk highschool. The course was not of such length or of such expense that it was out of the reach of the people. Any Hansen or Larsen or Christiansen or Clausen could do his farm work in the regular way in summer, and it was only as November came along that he was asked to think about the highschool. Then he was not asked to change his ways. Without any new equipment, with no books to hamper him, all he had to do was to take up his lodging in the neighbourhood of the teacher, or perhaps to live in one of the simple dormitories which gradually came to be built. And in the five months that he lived near his teacher or teachers he was merely asked to attend a few lectures or a few conversations each day, with perhaps an hour's gymnastic work and some occasional technical instruction in husbandry or fishing. As this developed and won his approval, his sister was induced to come in the following spring and spend a few months, from May to the end of August, in the same or a similar centre. The treasures of Danish literature and Danish history, the comedies as well as the tragedies, the history of the world, the story of mankind, the simpler themes of natural science—these were developed in schools in which the former pupils took a keener and keener interest and for which they supplied building funds as the need arose. The routine of the classes in many cases came to

be enlivened by singing, and patriotic songs were always most in favour. And as the work came to be too much for the leader or principal he enlisted other members of his family, or disciples, or former students. The buildings grew as the institution itself ripened. They became the outward expression of an immense impulse on the part of Danish people toward wider and deeper instruction.

As one might expect, the highschoools took on all sorts of different character. There were schools in which the religious interpretation of life was dominant, and there were schools which were strongly vocational. There were blithe sceptical schools, as there are now sanguine international schools and communist schools. The institution in each case was an expression of the leader and he gave to his place the character he preferred. Where he was a weak man, or aroused a weak response, he generally failed. About one-third of the schools that have been founded in the last fifty years have died of inanition. But where the impulse or response was strong a flourishing school has resulted, and of these about seventy are now in receipt of a measure of state aid. The pupils who want a highschool course and who cannot afford it privately can receive state scholarships. But nothing in Denmark is so jealously guarded as the independence of the folk highschoools. People narrate with great glee how the one school that the state interfered with in the matter of opinion promptly expired.

The extraordinary success of the cultural short course in Denmark may be explained partly by the fact that the agricultural schools expect their pupils to complete a highschool course first, but also by the fact that the highschool education never touches the examination method. There is no examination when you go in and none when you leave. And the chief instrument of the teacher is "the living word." He aims to keep the interest of the pupil alive by talking to him, talking to him in colloquial and frequently amusing terms. I have heard several lectures in Danish folk highschoools, and they were quite as good as the best lectures I have ever heard elsewhere. I mean, pleasant in manner, effective in delivery and contagious in atmosphere. I had to judge the subject-matter at second hand, but I inferred that the substance was in each case simple and fresh and stimulating. The audiences certainly in one case went from laughter to tears, and if the pupils laughed and cried in the right places, as I assume they did, the lecture was a triumph.

Since highschoools were first developed in Denmark, they have spread everywhere through the country, and now one-third of the whole rural population has been thoroughly processed by them. The result may be imagined. Instead of the ordinary impenetrable mass of non-communicative and non-expressive rural folk, each encased in his own suspicions and prejudices, you have a folk which in the highschool learned to think and even to feel. In reading their daily newspapers, in starting their co-operative enterprises, or organising their fairs or their festivals, these country people have come to possess a common cultural dialect. They are not reduced, as other peasantry is reduced, to a kind of spiritual sign language. They can say and do what they will, and through their prepared minds the newest lessons of science in regard to agriculture can filter no less readily than the newest social ideas.

It is the folk highschool which has enabled the Danish farmer to use his power in politics. If only one-third of the population in the country go through the process, a great many more benefit by its influence, though a large number of the men elected to the national parliament have actually attended highschool. But what is more important than the direct influence is the indirect. Without education, the farmer is socially slow and timid. He does not know the world and he is afraid of its novelties. But with education he is as shrewd and sound a legislator as there is to be discovered. In Denmark he has proved to be a realist. He has used the State to the advantage of his profession, and he has selected the best men to represent him in the legislative and co-operative field, not on the basis of personal loyalty, but on the basis of principle and technique. The personal element in politics flourishes everywhere, but in Denmark self-interest is enough enlightened, if nothing else, to favour the best men. Much of this is due to the cultural training of the highschool.

Here, strangely enough, is the paradox. The thing that has brought the Danish farmer to the front as a technical farmer is not the agricultural school to which he goes on when he is ready to be educated in his profession. It is the cultural school which first prepares him to be educated. Valuable as it is for him to be able to learn the more elaborate rotation of crops, the chemistry of his soil, the science of drainage, the cure of plant diseases, the use of fertilizers, the control of breeding, the keeping of accounts, he would not be able to do justice by these courses if he came there in the fuzzy state which is natural to immature man. The Danish school system turns him out at fourteen, and from fourteen to eighteen, in the "awkward age," he has time to get direct practical experience in farming. He resumes education somewhat turbid and dull. The one or two courses in the cultural highschool are necessary to re-open his mind, to stir his will, to grade his feelings and to whip his attention. Then he is ready for the work of the agricultural school or the dairy school. And in the contacts he then establishes he has begun that spiral intellectual movement which enables men to lift themselves naturally and easily to a new plane.

By virtue of this process the Danish farmer has developed an interesting rural life, and because his life on the land is keen and progressive he is willing to remain rural. The charms of nature at five o'clock in the morning will never be great enough to hold men in the country, but the city finds it hard to magnetise intelligent men and women who become increasingly more prosperous, have a more reflective life than their friends in the city, and escape sedentary routine. If the farmer were not educated, he could not endure the reflective life, but with the lead that is given to him in the highschool he goes on as a thinking political animal.

Here and there in Denmark people shake their heads over the highschool. They say that it has served its purpose and is already out of style and out of date. They say that the small Danish boy learns to smoke now at the age of five and would rather go to the movies than hear of Grundtvig or Ernst Trier or Kristen Kold. But one turns from these critics to Mr. Borup of Copenhagen, who says the highschool should have no other mould than the mould of the moment, and that life means

change. If the Borup experiment in Copenhagen were tried in the idiom of Bishop Grundtvig, the first preacher of the highschool, it would be doomed to failure. Workmen who are reading Arthur Schnitzler and Nietzsche are not likely to respond to the glorious Victorianism of the seventies or eighties. But a pliant, sympathetic, natural leader like Mr. Borup does not go to his five hundred city pupils with the formulas of 1864. He knows that he has to learn before he can teach, and his greatest success has been in his conversation classes, where four days actually had to be spent on the subject of man and woman when once his thirty-five pupils started.

At first, being a remarkable lecturer, Mr. Borup attracted the seekers of culture to his discourses on Napoleon and Goethe and the rest. But as he studied his failure to draw more of the working people into his circle he saw that the reason was economic, and finally he hit on the rule that his courses would be half price to members of trade unions. This brought him the large audience that most needed him. After that, the state sent a representative to see the work of his school, and later apportioned him quite large scholarships. And now, after some years of trial and error, his supporters are giving him a highschool building in which he can have his pupils from the country as well as his artisans and labourers and intellectual proletaires.

The art of life—that might be the name one should give to Mr. Borup's main subject. And that is the subject which the rural folk highschool has also to adapt to the twentieth century.

But there is no real sign that the great rural highschool is failing to adapt itself to a changing generation. So long as farmers have to do the bulk of their own work and have to suit their routine to the routine of cows and horses and the slow swinging of the seasons and the variable moods of the weather and the plodding of the plough, so long must there be a certain stability about the vocation of the farm. It is this vocation which the folk highschool has met, and not only for the wealthy farmer and the well-off family, but for the very small farmer and his ambitious son and daughter. The small proprietor not only has his own special schools, but extremely short courses are available for persons of every age in which any curiosity or technical need they feel may be met with the right instruction. The small "colony" gardens which are an amazing feature of the urban outskirts in Denmark have their educational counterpart in the realm of the highschool. One is not expected to have a hundred intellectual acres to till, one is also expected and helped to till one's colony garden.

Is the Dane self-satisfied because he has reduced illiteracy to a fading fraction of one per cent? Is he self-satisfied because he has made his farmer a cultivated social human being? On the contrary, I believe, he is modest and critical. "Oh, well, we are only a little better country. We talk all the time. We eat too much. We are of no importance in the world." Does he quite believe it? Perhaps not quite. But in his heart he does know that perfectibility is a big programme. And men like Mr. Borup understand that the education of the industrial worker on his own lines is a task which for Denmark, as well, perhaps, as for bigger countries, is only beginning to be tackled.

SCHOLARSHIPS FOR AGRICULTURAL WORKERS.

The Ministry of Agriculture and Fisheries, in July last, announced that in accordance with the Corn Production Acts (Repeal) Act, 1921, a Scheme had been approved for awarding scholarships in agricultural education to the sons and daughters of agricultural workmen and others, and that scholarships in the following groups would be offered:—

Class I.—Enabling the holder to take the degree course in agriculture at certain University Departments.

Class II.—Enabling the holder to take a two years' course in agriculture at certain University Departments and Agricultural Colleges.

Class III.—Enabling the holder to attend courses of not more than one year's duration in agriculture, horticulture, dairying or poultry keeping at Farm Institutes and similar Institutions.

Under the Regulations which have been drawn up the beneficiaries are defined as follows:—

- (a) Sons or daughters of agricultural workmen; or
- (b) Sons or daughters of other rural workers, including bailiffs and small holders, whose financial circumstances are comparable with those of agricultural workmen; or
- (c) *Bona-fide* workers in agriculture, whose financial circumstances are comparable with those of agricultural workmen.

In order that the successful candidates might be able to take up their awards at the commencement of the current Winter Session, it was only possible for the Ministry to keep last year's offer of awards open for the limited period of four weeks. In spite of this shortness of time, however, over 450 applications for the scholarships were received, of which 116 were for Class I, 143 for Class II, and 196 for Class III.

The applications were examined by the Selection Subcommittee of the Central Scholarships Committee, and a number of applicants for each group of Scholarships were invited to attend for interview. On the recommendations of the Central Committee, the Ministry has awarded Class I Scholarships to the following candidates:—

Mr. F. J. Dudley, 59, Listby Street, Bridgnorth (Christ's College, Cambridge University).

Mr. J. P. Hockney, Saxby-All-Saints, Brigg, Lincs. (St. Catherine's College, Cambridge University).

Mr. T. C. Jardine, The Hollies, Irthington, Carlisle (Armstrong College, University of Durham).

Mr. Ronald Ede, 3, Slade's Villas, Slades, St. Austell, Cornwall (Queen's College, Cambridge University).

Mr. H. F. Piper, West Ashford House, Hothfield, Kent (Queen's College, Cambridge University).

Mr. P. L. Emery, Gelli-wen, Pontyclun, Glamorgan (University College of Wales, Aberystwyth).

Mr. J. Glynn Williams, 57, Frederick Street, Widnes, Lancs (University College of N. Wales, Bangor).

Class II scholarships have been awarded to the following candidates:—

Miss Norah Clarke, 1, Hitchin Road, Letchworth, Herts (University College, Reading).

Mr. G. E. Furse, 81, Northfield Road, Okehampton (Seale Hayne Agricultural College).

Mr. J. Hughes, Bwlch, Pentraeth, Anglesey (University College of North Wales, Bangor).

Mr. J. Maslin, Priory Cottage, Donington, Newbury, Berks. (University College, Reading).

Mr. G. W. Moss, Little London, Feering, Kelvedon (Midland Agricultural College).

Mr. S. A. Pick, 62, Victoria Street, Grantham (Midland Agricultural College).

Mr. E. J. Bouttall, Great Oddnyes Farm, Horsted Keynes (University College, Reading).

Mr. J. O. Jones, Pennarth Farm, Clynnog, Llanwnda, N. Wales (University College of N. Wales, Bangor).

Mr. T. H. Swingle, Stanion, Thrapston, Northants (University College, Reading).

Miss G. M. Woods, 2, The Avenue, Barnet (University College, Reading).

In Class III, 73 scholarships have been awarded.

Particulars of the awards to be offered under the scheme for 1923 will be announced by the Ministry as early as possible in the New Year.

FOUR MODERN FRENCH POETS.

By F. A. WRIGHT.

I.—JEAN MORÉAS.—1856-1910.

Of the many poets who have followed Verlaine in letting light and air into the—shall we say stuffy—edifice of French poetry, Jean Papadiamantopoulos (otherwise, and for convenience, Moréas) is perhaps the most interesting. He is the true type of the poet adventurer as he flourished in ancient Greece and in mediæval Italy, a re-incarnation of Alcæus, Asclepiades, and Aretino. Born in Greece and penetrated through all his being with reminiscences of the great Hellenic past, he had the good sense, like his compatriot the Comtesse de Noailles, and his contemporaries, the Americans, Stuart Merrill and Vielé-Griffin, to realise that it is in Paris rather than in Athens that the Greek spirit now abides, and except for occasional voyages he spent all his manhood in the land where, as he says, "The Muses, leaving Alpheus and the springs of Castalia, have taken up their home on the banks of the Seine." But though Moréas lived in France he remained in many ways a Greek. He was intensely interested in the principles of his art and in the spreading of poetical theory by the formation of poetical schools. He was the first to raise the banner of Symbolism—"the enemy of declamation, of false sensibility, and of objective description";—to proclaim its doctrines in essays and literary manifestoes; and to illustrate its methods in his first two volumes of verse, "Les Syrtes" and "Les Cantilènes." Symbolism was the first stage. "Le pèlerin passionné" marks a return to Greece by way of the Renaissance, and a new school, "The Roman Idea," was founded in 1893 to put the barbarians to rout and to insist on the necessity "of equilibrium and harmony, in thought as well as in style." The succeeding years show an increasing preoccupation with Greek legends and ideas, and finally in "Les Stances" Moréas succeeds in combining to a perfect harmony the spirit of ancient Hellas and of Modern France; "a blend," as a French critic has said, "of Racine and the Anthology, of Lamartine and Alcæus, of Omar and Ronsard, where every poem is a crystallised tear."

PEACE.

My heart it was a lantern far
That lights the gloomy lupanar:
My heart it was the red, red rose,
That from a dunghill grows.

My heart it is a taper clear
Burning before a maiden's bier:
My heart it is a lily cool
Upon some peaceful pool.

Les Syrtes.

IL RUFFIANO.

In their scarlet case his teeth like pearls
Gleam milky white; his waving curls
Wherewith fond nuns delight to play
In fairy rings on his forehead stray,
While across his cheek the lashes show
Two lines dark ruled in indigo.

With black gloved hand upon his thigh,
His sword a-trail, and his cap plumed high,
In silken vest he strolls at ease
Beneath the lofty balconies;
And his dagger's haft, with its silver sheen,
Is bright with diamonds and emeralds green.

The flowers lie strewn in his scented room,
Where eager for pleasure his lovers come.
For a kiss on his eyes those ladies fair
Doubloons, piastres and jewels rare
Cast down in haste to lift their hood
And drink of his lips that are red as blood.

Fair as a god, bold as his knife;
He has robbed a Montague of life,
From the Pope he has taken nephews four,
Of men-at-arms he has slain a score.
And now as he walks the town so free
Each woman longs his slave to be.

Les Cantilènes.

THE ENCHANTRESS.

Who, who shall move this stubborn heart?
Fair Cleopatra, Egypt's queen,
Helia or Melusene.
And let it feel love's smart?
She we call Aglaure, or she
Whom once the Sultan took his bride to be?
No, no!
Suzanne will do—
And where the doves
Pursue their loves
There will we bill and coo.

Who, who this martial heart shall bend?
Aurelia, the proud princess,
Shall she make it love confess
And bring these jests their end?
Or young Ismene, on whose cheek
The rose and lily play at hide and seek?
No!
Alison will do—
And where the doves
Unite their loves,
There will we bill and coo.

Le pèlerin passionné.

LIFE.

Say not—"Life is a banquet full of joy."
Fool's talk or knave's: therein take thou no part.
Say not—"Life is a grief without alloy."
Leave that to cowards and weaklings faint of heart.
Laugh like the breeze that stirs the vernal leaf;
Weep like the waves, that on the seashore gleam.
Taste every pleasure: suffer every grief:
Take all Life gives, but know that Life's a dream.

Les Stances.

THE WALDORF PLAN.

BY C. S. BREMNER.

Dr. Rudolf Steiner Interviewed.

The conferences at Oxford are innumerable, and so important that one wonders whether this intellectual capital does more work in term time or vacation. This year it was discovered by the energetic officials of the League of Youth that twenty-nine nations are represented in the Halls and Colleges of Oxford. And the present writer saw near Folly Bridge a motor bicycle, the head of whose swarthy owner was swathed in an imposing white turban, and on the pillion was a bearded young man with an even more magnificent green one. Such being the cosmopolitan character of Oxford, it is not surprising that the conference on the Spiritual Basis of Education and Social Life had twenty different nations amongst its members. Noted educationists were amongst the audience, men and women who were Professors of Method at University Colleges, Principals of Training Colleges, Headmasters and Mistresses, and even, so it was said, a representative of the Board of Education.

Dr. Steiner, through the generosity of Herr Emil Mott, has founded a school at Stuttgart on new and significant lines. Beginning in 1919, he trained a staff of teachers who were receptive to his ideas; the school began with 150 children of factory workers, and to-day there are nearly 700 of all classes. So that Dr. Steiner comes to us not as a mere theorist but as a man who is achieving success. He was not averse from an interview, so I first asked him how his ideas could best be disseminated in Britain.

"It is peculiar to them that they can be carried out by any group of teachers in any kind of school. It is true they require the whole staff to work harmoniously together, since even the grouping of the children by their temperaments—the melancholic, the phlegmatic, the choleric—the grouping which gives infinitely better results than sorting by age, size, class of life, can only be effected by teachers' 'conferences.'"

I then asked a rather lengthy question dealing with one of Dr. Steiner's main arguments. Thought is connected with the brain, feeling with the rhythmic system (circulation of blood and breathing), will with metabolism or the digestive organisation. Does not this epitomised conclusion throw the success of the teaching profession, as Professor Earl Barnes declared many years ago, back on social conditions; right housing, hygiene, etc.?

"Yes, from this point of view: the educational question leads into the wider social question. Yet you know, one must begin somewhere; and my point, as a realistic thinker, was to show what the teacher can and ought to do by a right method now. He, too, can help the child to build a healthy body. The other matters you name will require at least a generation for their intelligent solution."

"Both religion and education complain of the lack of capable, competent recruits, for their respective professions. Will not your demands, which require teachers to be more observant than the ordinary medical man, to be psychologists, to possess the devotion and spiritual gifts, the intuition, the inspiration, the imaginative sympathy of those engaged in scientific research, make it difficult to find recruits?"

"Yes, but things grow; let us make a beginning, and capable people will be attracted into the field educational in growing numbers. The conditions have not hitherto been favourable."

"You said that the Waldorf children begin school at 6, 7, or 8. Now Robert Owen found, at New Lanark, that a child was either gained or lost for right citizenship by the age of five. Why begin so late?"

"To begin with a school type of education before the age of six is to be ignorant of human nature. We have children at Waldorf younger than six, but the methods used for them are not of a scholastic kind."

"How long did the training of the Waldorf teachers take?"

"They were selected men and women, already well prepared for the work, so that the course was quite short. But the training continues all the time, and develops also; the teachers act and confer together."

"What is the leaving age?"

"About fifteen; but when fully developed, Waldorf will carry its pupils up to University standard."

"In England we find great difficulty in educating together different classes of children, and the churches mostly encourage separatism. Bad housing and other evil conditions make cleanliness of mind and body difficult."

"There are certainly difficulties of this kind, but the goodwill of the teachers is a powerful corrective. We believe that socially the advantages outweigh the disadvantages. Incidentally we are not quite free in the matter, since the German and Swiss laws require a 'unity' school. We should not be in a position to found a school for a particular class of the community."

"The demands on your teachers seem to be very great. The results of the war, high prices, increased anxiety, seem to have lowered vitality. Is there no risk of nervous breakdown by adopting a new method at the moment?"

"On the contrary, the adoption of right methods will relieve tension. Nervous breakdown, working *contre-cœur*, is far more likely to occur both with teachers and children when using wrong ones."

"How does the education of parents proceed at Waldorf? Lots of them in England don't know enough to send their children to bed in time; to make them sleep in well-ventilated rooms; to give them the right food to build good bodies. Do you notice their V-shaped jaws, brittle hair, thin limbs, and other signs of malnutrition?"

"We, too, require to do something; we have 'parents' evenings' at regular intervals; they like to come, and they show much interest. Moreover, the teachers communicate with the parents when advisable."

"Will a school on the Waldorf system soon be founded in England?"

"I believe so. Before the Oxford conference separated a resolution was passed to form an association for the purpose of founding schools on the lines laid down in the lectures."

[Those who desire a verbatim report of the *Novum Organum in education* should apply to the Secretary of the Anthroposophical Society, 46, Gloucester Place, W. 1.—

EDITOR.]

LETTERS FROM A COUNTRY GRAMMAR SCHOOL.—I.

MY DEAR DAVID,

Many thanks for your kind enquiries; we are doing as well as can be expected, thank you. In other words, this little old country Grammar School is growing and not decaying, I hope and believe, although we suffer from periodical fits of depression because the growth seems to be so slow.

You can hardly imagine how encouraging your line of enquiry was. Many a man at work in the heart of a devil-worshipping country has told me how almost impossibly difficult it is at times not to accept the prevalence of Evil and domination of Fear as the normal condition of humanity. A letter arriving from a wholesome friend at such a time may prove to be the man's salvation; and although our need is not so pressing as his, a timely word of interest in us and our work, from one at "the Hub of the Universe," restores the balance, cheers, and stimulates, in an extraordinary way.

Far be it from me to imply that we are in the midst of devil-worshippers here. Our work does not consist in fighting anything as a rule. It often reminds me of the labour of a Japanese craftsman, who sits down for a month or two (or three or four) to polish a piece of enamel. For a long time nothing particular happens, but at last—at last—the faint tracery of the pattern begins to appear, and in the end he beholds his enamel shining like a jewel. I don't know that many of our polished specimens are particularly jewel-like, but at any rate they do increase visibly in brightness, so we can but go on. When they first come, they evidently do not expect to find lessons interesting. Only last September I began on a new Form II. (I meet them about twice a week), and after I had asked them alluring and intriguing questions on their lesson, with only the tamest results, I slapped my forehead and cried in the anguish of my heart, "Is it IMPOSSIBLE for you to wake up? Wake up! Don't look as if you were a lot of gold-fish swimming round in a bowl. Think! That's what you are here for. THINK!"

Their eyes have certainly ceased to remind me of fishes' eyes or talc discs by now. It was not stupidity that made them look and sound so idiotic. It was just habit. But don't you think it is rather a seriously bad habit for them to have acquired? I used to believe that the children here were really stupid as the result of generations of in-breeding, but I know now that they are not usually in the least deficient in brain-power; for years of experience of them shows that they do polish; that the stuff is there, and that sufficient friction can polish it. In later examinations they produce work well above the average of children of their age. No, it is just want of polish, want of friction, that leaves them so amazingly dull at first. If you come to think of it, many of them have scarcely ever chatted with a thoroughly well-read and well-informed person in their lives. When they have come in frequent contact with such a person the result is so obvious that one can "spot" the pupil of some particular village-schoolmaster with confidence. Now that, again, is significant, don't you think?

No school-master can possibly be too good for a village school, since in many villages the schoolmaster and the parson are the only existing links with the world of Art and Letters; and they are apt to be but rusty links, hampered, as they only too often are, by poverty and over-work.

More and more it is borne in upon me that some system ought to be evolved by which exceptionally gifted teachers could be employed to visit little lonely village schools periodically; once a fortnight, or once in three weeks, if

only for a few hours. They could at least take an interest, and stimulate interest, and they might leaven "the whole lumps" in the course of a decade.

Two faculties above all others appear to need external stimulus of some kind; the power to enjoy humour, and the power to enjoy beauty. As I once told you before, many of the children who come to us have never seen a statue or a fine building (except, perhaps, the church, or a jewel, or even the good reproduction of a fine picture. Music still means a "piano piece" played by little Gladys when Auntie comes (strictly by invitation) to tea; or it may mean the anthem at church, with the harmonium played by Gladys' big sister. (The potentialities of the gramophone for good are not yet generally realised in the remoter districts.) And poetry means something that is written in rhyme. The sort of thing that Aunt Nellie wrote when Grandpapa died, and it was put in print in the column headed "Deaths."

Yes, it is a higher standard of beauty that is needed more than anything else if the people's lives are to become fuller and more cheerful, less soddily dull. New scholarship pupils are often not so much dull as unpractised in the art of fixing the attention. There is a simple little dodge which I find useful (and no doubt thousands of others do so too) in encouraging them to listen more carefully to what is said to them. In the course of perfectly serious instruction I work in some silly "catch" question, of course with a grave face. (The really surprising thing is that new pupils have hardly ever met with even the most venerable "catch" question before.) For instance, we may be considering the manners and customs of the Phœnicians (or the Pharisees, or the Fiji Islanders) when I observe a certain placid slackness hovering about three or four of the class. They are not wriggling; they are apparently listening politely; they appear to be happy, but their minds are not really fixed on the matter in hand. In even tones I remark that people's and nation's little peculiarities and habits are well worth observing, since they frequently show character. "I have my own little peculiarities, you know, and so have you. Which hand do you stir your tea with, I wonder?" (pitching on one of the absent-minded ones).

"With my right hand," he replies, rousing himself with an effort.

"Ah, well," I say benignly, "that's your little peculiarity. Most people use a spoon."

The class giggles joyously at the inattentive one having been "caught," and I have made my point by the aid of a feeble joke. They have jeered at want of mental alertness.

To such low tricks do we descend, David, in these wilds. Don't despise us, but waft us a good wish now and then, and add to it an occasional new "catch," suited to the youthful mind. Yours, C.H.B.

A Guide to Careers.

The Metropolitan College, St. Albans, have issued an excellent book of 132 pages giving information on business careers and how to prepare for them. The arrangements of this well-known and highly successful correspondence college are devised to furnish complete preparation for the young secretary, accountant, banker, insurance man, advertising man, or company expert. There are courses also in preparation for the examinations of London University. Our readers will do well to write to the Metropolitan College, St. Albans, asking for a copy of the Guide to Careers. It is a valuable book for schoolmasters who desire to advise their pupils on commercial posts.

MUSIC.

IMPRESSIONS OF MUSIC IN HOLLAND.

By Herbert Antcliffe.

To the Englishman Holland has an interest of an intimate character because its people are the nearest in race and language to his own, notwithstanding the differences which make their representation so piquant and often humorous. In its civilisation Holland is, for good or ill, nearly a generation behind England, so that we find ideas prevailing there to-day which were discarded here twenty years or more ago. In the arts, and particularly in music, this is most noticeable. The music of Debussy is not unknown there, but it has not attained the popularity which it has here, and that of later composers is known almost exclusively in professional or "high-art" circles. Native composers follow the German classics, and some that are not classics, though there are a few more enterprising than the others who have endeavoured to push things forward and are followers of the modern French schools. Of these the principal are Willem Pijper, some of whose music has been heard in London, and the late Alphonse Diepenbrock, who narrowly missed being a genius. To the average middle-class amateur, and even more to the average professional executant, music has not got beyond Brahms.

Yet with this the standard of choice, whether for public or private performance, is generally better than in England. One hears the worst English, German and American music, of course, and some native products that are as bad; but the proportion of good music, classical or of classical types, that is heard is a large one. Spontini, Mehul, Dussek, still figure on the piano of the bourgeois very much more than they do here, and Arnold Spoel, Bernard Zweers, Kor, Kuiler, and Catherina van Rennes, who are the best known native composers, all owe much to the eighteenth century classics or to Schumann and Brahms. But equally Schubert, Beethoven, Brahms and Schumann are much better known than in this country.

In the matter of performance, however, it may be said that our own standard is the higher one. Holland is a musical nation in the respect that its people, and particularly its children, are always singing. There is, on the other hand, little vocal culture, even in choirs and choral societies, which abound. Only recently I attended a Socialist musical festival held in The Hague at which a dozen choirs from various parts of the province sang, and not one of these was equal to the general run of English choirs in voice culture or choral discipline, and on enquiry I discovered that most of such choirs are trained merely to sing by ear or with a very slight knowledge of the staff-notation.

Sight singing is not cultivated in the schools to anything like the extent to which it is here, and the fixed Doh (still often called Ut) is in vogue in many places. Church choirs, curiously, are distinctly better, and in the Protestant Churches I have heard very fine Bach singing, though chiefly of a simple character, such as the Chorales or the shorter Church Cantatas, and in the Roman Catholic Churches extremely good plainsong and liturgical music.

There are also some, but not many, good military bands to which the people throng to listen, the music being chiefly opera selections, Wagner being a favourite composer, and the arrangements are of a moderately effective kind, that suggests good workmanship rather than inspiration.

But there is a strong feeling for more progressive musical policies, and if Holland has not yet awakened musically, it is on the point of doing so.

THE POPULARITY OF THE SAXOPHONE.

After a long period of comparative neglect, the saxophone is becoming markedly popular in America for dance music. The instrument was invented about eighty years ago by that member of the Sax family who was known as Adolphe, presumably because he had been christened Antoine Joseph. Adolphe was an expert player on the clarinet, and directed his efforts as a manufacturer to the improvement of that instrument. It was in the course of his experiments on the clarinet that he invented the saxophone, which in appearance is not unlike a brass clarinet, though the tone is entirely different from that of the wooden instrument.

It is notable that about the time when he produced the saxophone Adolphe's capital was confined entirely to his brains and his fingers. He had no money at all, though he enjoyed the support of some of the most eminent musicians in Paris.

In 1845 the saxophone was officially introduced into the French military bands, and has since proved popular in military music the world over. In the orchestra, however, it has not been very freely employed, though our own British composer, Joseph Holbrooke, has employed a saxophone quartet in one of his works.

Quite recently this rather neglected instrument has come into prominence in American dance orchestras. In America, as the older dancing halls have become too small for their purpose, so the violin has ceased to be effective to lead the crowds of dancers and to make itself heard above the general noise of the ballroom. By an accident it was recently discovered that the saxophone could remedy this defect of the violin because its tone was powerful enough to be heard where that of the violin failed. The result has proved startling, and throughout the States competent saxophonists are now in great demand. There is stated to be a great dearth of saxophones in the United States, where, in spite of continued imports from this and other countries, it is practically impossible to keep pace with the demand for this instrument.

CHANTS DE FRANCE. (London: D. C. Heath and Co., 39-41, Parker Street, Kingsway, W.C. 7s. 6d.)

This is a collection of popular French Songs, Canadian Boat Songs, Carols, and Hymns, by R. P. Jameson, D. en L., and A. C. Heacox, Mus.B., and includes many well known French melodies, set, of course, to French words. Many of the sixty odd numbers will be new to English teachers of music, but all are interesting and useful for schools where French is taught and used in speech and song. Nearly all are bright in character, many being martial in rhythm and sentiment. The collection is arranged under the following heads, and these sub-titles indicate the nature of the songs: (1) "Chants patriotiques," (2) "Chansons de poilus," (3) Chants d'autrefois," (4) "Rondes populaires," (5) "Chansons satiriques," (6) "Romances modernes," (7) "Chants canadiens," (8) "Noëls," and (9) "Cantiques." The music throughout is good and the accompaniments well arranged.

THE SWALLOW: Unison Song for Children: by Felix White. (Curwen. 4d.)

A pleasing little song, easy, suitable for use in connection with a lesson on the bird named, and having a happy accompaniment.

UNCLE'S BIRTHDAY: A Comedietta: by E. Stewart Smith, for two female characters and one male character. (Curwen. 1s. net.)

This is a jolly little playlet suitable for public or private performance. The situations created by the plotting of a niece and a school-mate provide the fun at the expense of a woman-hating uncle, who surrenders at last only to be disappointed in the end. The play takes about fifteen or twenty minutes, and the dialogue is natural and easy to learn.

A.G.

BLUE BOOK SUMMARY.

Function and Status of the Physical Training Organiser.

Circular 1291 (December 1st, 1922) is in fulfilment of a promise contained in Circular 1269 of last July—summarised here in the August issue of the EDUCATIONAL TIMES. In that circular, it will be remembered, the Board urged Authorities to test fully the possibilities of savings on other special services and on ordinary services, before attempting to economise on physical training. The present circular emphasizes this view, and points out that money spent on this object must ultimately, if the work is properly developed, give relief from some of the heavy expenditure on other special services. Moreover, physical training, apart from its value in the prevention of debility and disease, and in promoting health, has a direct and extremely important part to play in the general education of the child; it is conducive to discipline, self-control, and concentration, a sense of order and responsibility, co-operation with others, and generally to the formation of good habits.

Having set out this theory of the matter, the circular discusses the best methods of putting it into practice. The Board sees no reason to depart from the two positions taken up in Circular 976 of 1917, viz., that physical training should be carried out by the regular school teachers, and that "they should have from time to time the special and individual assistance and guidance of experts." It is with this second point that Circular 1291 deals—the functions and status of the organiser.

Many areas have organised their physical training on the lines set out. The organiser has not only set up a good standard and conducted training in all types of schools, but he has stimulated the development of physical education and recreation by promoting athletic associations and encouraging activities such as camping, swimming, and organised games. Other areas, however, have adopted schemes which are not in the Board's view satisfactory. The "peripatetic specialist" is open to serious objection—he is a supernumerary and therefore expensive, and the regular teachers cannot advance in an important part of their work. Nor does the Board consider the specialising of one member of the staff as a good way of dealing with the problem. They can be organisers only to a very limited extent. In a third class of cases the Authority has objected to the formal appointment of a person as organiser, though he may be doing the work of one. The objection is sometimes due to a misconception of his functions, at others to a misconception of his status. Both, the Board explains, are mere matters of nomenclature. To call such an officer an organiser would not enable him to usurp the powers of the real executive authority; nor, on the other hand, will calling him a teacher, *ipso facto* bring him within the provisions of the Superannuation Act. "Full-time service" is a matter of fact, not of nomenclature, and "as a general rule no one who performs the duties of an organiser can be regarded as employed in full-time teaching."

The last paragraph of the Circular urges Authorities to bear this fact in mind: that the Board are not prepared to recognise for grant expenditure on persons (other than ordinary class teachers) who are not recognised organisers. Existing appointments should be regularised either by obtaining recognition of the persons concerned as organisers, or by absorbing them into the ranks of their class teachers. Cases which cannot be treated in this way should be brought to the notice of the Board, who will consider how the difficulty can be met, and decide how the matter stands in regard to the recognition of salary for grant and of service for superannuation.

ART.

AN ICELANDIC SCULPTOR.

A character in one of Frank Harris's books advances the theory that when it comes to judging between one artist and another "the greatest *man* carries the day." It may be assumed that the meaning of this is that a great character—if he be an artist will be a great artist, which is a literary man's idea. One may easily imagine the quality of greatness here indicated, and it is such, no doubt, that the admirers of Einar Jónsson claim for him. This artist, reproductions of whose works have appeared already in these pages, is of the type upon which the literary man seizes with such avidity. He is a man about whom there is so much to say; his ideas are literary ideas, and lend themselves readily to the journalistic raffale, and are, moreover, comprehensible to the mind that could not appreciate the graphic arts as such. While very anxious to help to make known to my countrymen any such considerable effort, I cannot honestly proclaim Einar Jónsson as the great man which his admirers think him. Something there is of the titanic about him, but I think it is his physical energy, for like Maestrovic he is to be much admired on account of so much work done. For his "ideas"—and I refer to the literary ideas mentioned above—I cannot feel the same admiration. I quote from his own words as reported in a very excellent article by Mr. Pape Cowl in the *Review of Reviews*:—"I have been most taken by the contrasts in Icelandic nature. The basalt in our mountains and the young birch trees have made the deepest impressions upon my mind. The lava-streams have ever filled my breast with horror. They remind me so powerfully of the day of doom" (the italics are mine). "However great may be the manual dexterity of the sculptor it avails him nothing if he is not at the same time a poet." These pomposities are adolescence merely. A school boy coming to the solemn age—one about to be confirmed, say, might look at a lava stream and think of the judgment day.

To come to his particular works, the "Dawn" is undoubtedly the best. There are some fine qualities of sculpture in it, but there are at the same time great weaknesses of design, as if the sculptor had been unable to hold his idea—perhaps he was thinking of the crack of doom and forgot his original intention. The design for the Queen Victoria monument has weight, but here again the design does not carry through well, and much more might have been made of an elephant; to put such an one in India, where there are already wonderful carvings of elephants, would be a poor speculation. But to see how low Mr. Einar Jónsson can go, and to get, at the same time, a glimpse into the quality of his besetting weakness one should look at "The Spirit of the New Time" or "The Wave of the Ages," with their long uninteresting swept lines and papery design. There is a tombstone shop in Regent Street which produces work such as "The Angel of Life." Nevertheless, Einar Jónsson is a sculptor of ability who, if he will destroy his own museum and burn it with his most devoted admirers inside, with one last thought about the last trump and a resolve to turn his attention to his work, may yet do something great.

RUPERT LEE.

The "Kent Education Gazette" for November has another interesting article on the subject of local history and regional survey method. A list is given of parishes where workers have volunteered to make enquiries on the subject of place names. It is hoped to survey the whole of Kent, and teachers and others interested are asked to communicate with the Education Office.

SCHOOLCRAFT.

NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

THE SOCIAL INFLUENCE.

By an Evening School Student.

A brilliantly humorous innovation at the Eastbourne Technical Evening School this session suggested a tribute to the social influence and some useful information.

The educational effects of social activities on Evening Classes and Continuation Schools cannot be over-estimated. Sports clubs, literary societies, and so on, bring together teachers and pupils in a more intimate relationship than in the class rooms, and we know that once a teacher breaks down the pedagogic barrier he gains the sympathy of his scholars.

But that is not all. These recreative institutions give us pupils a perspective for study, an intenser interest in the subjects we are taking, and establishes a comradeship, too, among the class-mates.

Eastbourne's Evening Classes are a splendid case in point. The students total nearly 500. Two-thirds of us united and formed a Students' Association last session, and produced a hockey club, a tennis and swimming club, debating, engineering, and theatrical societies. Now this is a record which we pride ourselves few evening or continuation schools surpass, and what is more, we have produced a fine literary magazine, replete with editor, sub-editor, blocks, and advertisements, which goes to press three times during the session.

The Students' Association was created with enthusiasm, and is now alive and vigorous. For one thing the membership fee is 1s., and we are financially sound. The first procedure was to issue printed circulars to all the students, setting out a list of the social activities proposed, and requesting the student to signify which societies he was interested in. The circulars were gathered in, and on certain prearranged nights the students met and the various clubs were formally inaugurated.

The pupils selected their own secretaries and treasurers and a Supervisory Committee, comprising the School Registrar with lecturers and students. Thus all parties were represented to ensure a combined success.

To all these activities the school lecturers now give their keenest assistance. The effects are seen this session in a bigger enrolment, in better work, and more concentrative work, and in a spirit of sympathetic co-operation between lecturers and students. We frequently hold whist drives and socials in the common hall, and here lecturers and pupils get into close touch.

The brilliant innovation referred to in the beginning is, piquantly enough, a mock Town Council! The suggestion, which was first put forward this session, was received with acclamation, and a preliminary meeting was straightway held under the ægis of the Debating Society.

The School Registrar was with common consent chosen mayor, and aldermen and councillors were then elected by popular vote. A strangers' gallery is part of the scheme, and we are looking forward to exhilarating sittings of our burlesque Council and to an education in citizenship. What says Shakespeare:—

"Sweet Recreation barr'd, what doth ensue,
But moody and dull melancholy,
Kinsman to grim and comfortless despair;
And at their heels a huge infectious troop
Of pale distemperatures and foes to life."

THE TEAM SYSTEM IN OPERATION.

By Arthur Payne.

I have recently had the opportunity of seeing the team system in practice. The revelation of its usefulness was of such interest that I felt others would be glad to learn of the method and its results.

Theory and practice are often poles apart. Often they who are acquainted with the theory are greatly helped by seeing their theory put into practice. If they never come into contact with the practical application of their theory they are wont to lack the courage to apply it. It is for these that this article has been written.

THE PREFECTS.

To begin with, the whole scheme depends upon the prefect system, and upon the quiet strength of the master in charge. Just as he guides the footsteps of his boys upon the path of learning, so must he be ready to lead them into a realisation of the truth that:

"Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power."

For there is no such thing, really, as "free discipline," as commonly spoken of to-day. Discipline, after all, is "teaching," whether the teacher be man, book, or the world—this last the severest of all.

First, then, the boys are allowed to elect by ballot five prefects from among themselves. The names of the prefects are entered upon a board or upon a large sheet of cardboard, which hangs in a prominent place in the classroom. The date of their election is recorded alongside, and also, when later the boy leaves the school, the date of his leaving is added. This record serves as a sort of honours board—a mark of the esteem in which the prefect is held while at school, and a memorial of his work in the school for future generations of boys to see. Naturally the boys are all eager for such distinction, and for the honour which it confers. The publicity of it, too, helps the prefects in their disciplinary duties. It gives them prestige among their fellows. The prefects wear a badge.

In a commanding position in front of the class stands the prefect's desk, occupied by a different one of the five prefects on each of the five days of the school week. The reason for the rota of duty will be seen when we come to the choosing of the teams.

It is during the first few weeks of the boy's career as prefect that the controlling hand of the teacher is needed to steady him in his lately acquired dignity and his natural pride of place. He is apt to exercise his authority in a too high-handed way. In such an emergency the teacher quietly and delicately asserts his prerogative. But it is found that interference is very rarely necessary when once the system has become established.

CHOICE OF TEAMS.

One of the five prefects is chosen, usually by virtue of his seniority in office, as chairman of the prefects' committee, which meets at regular intervals, with or without the presence of the master, to discuss matters affecting their duties.

The powers of the prefect in charge of each day's disciplinary duties are considerable. He can impose penalties such as the deprivation of good conduct marks, "lines," suspension from games, all of which affect the position of the teams in the Monthly Championship. To the boys this is a serious matter.

The other four prefects become the leaders of the four teams. They choose the teams for themselves. As the "items" of the monthly race for the championship include such varied subjects as "work" *i.e.*, (school work), conduct, formal physical exercises, and games, there is little danger of a lack of balance in the respective teams. This even balance promotes a keener competition and stimulates the boys to greater effort than would be forthcoming if one team were persistently successful.

It was owing to the possible danger of favouritism on the part of a team leader towards his own team (in the matter of conduct marks) that the expedient of having one prefect in charge of the class each day was decided upon, by the suggestion of the boys themselves. Any chance favouritism is thus at any rate balanced.

ARRANGEMENT OF TEAMS.

The boys' places in class have no connection with their membership of the teams, for obvious reasons. The good teacher refers all his theories to the "world-test," and he finds this world of ours very imperfect, with good and evil inextricably mingled. So he must not expect to find a perfect world within the little limits of his classroom. He must make allowance accordingly for the weaknesses of human nature, with the aim of forestalling the evil and stimulating the good.

The names of the teams matter nothing. They are a convenience, that is all.

The results of the month's work and the places gained by each team are posted up at the month end, as shown on the accompanying table of championship results, and the relative success of the teams can be gauged by the number of times their respective badges appear in the table.

After the results have been announced the captains call their teams together to discuss the position of affairs, according as success or failure has attended their efforts. This is perhaps the most valuable part of the whole scheme.

Among this intense corporate activity the individual is not forgotten. A cardboard list, similar to the list of prefects, is kept showing the top score for individual boys each week. This is found from the weekly record of marks written up by each boy in an exercise book which he keeps for that purpose. This record of each boy's work written by himself constitutes one more point to be noted in this "policy of pin pricks" in which the complete design is to urge the boy to the top of his form, through a steady, continuous zeal. From time to time even these weekly records are carefully examined by the teacher, who must be as unremitting as the boys in his zeal for the good of the little republic. Marks are allotted for neatness and accuracy.

SOME CONSIDERATIONS.

There can be no doubt that the training received by the children from this kind of thing is great and lasting. No one who saw the class at work could have any other opinion. But all this is not achieved without sacrifices nor without hard work on the part of the teacher. His work is not lightened but is made heavier by the increased amount of marking entailed. The work of organising is also heavy. To his great relief, however, the disciplinary part of the teacher's work is much less burdensome than normally is the case. This burden is almost entirely shouldered by the prefects, where it is not removed by the goodwill arising out of the system itself.

A few last words are necessary by way of warning. I risk repeating myself for their sake.

1. The work of the teacher, except on the disciplinary side, is perhaps harder than the normal.

2. Only the strong teacher will meet with a full measure of success.

3. The whole scheme depends upon the efficient working of the prefect system.

4. The teacher's marking must be kept consistently up to date. Boys under the age of twelve are considered unlikely to obtain any value from the scheme.

5. The teacher finds it incumbent upon him to correct with severity any offenders against the corporate life of the school, such as lying, stealing, and swearing. All other offenders are dealt with quite effectively by the presiding prefect or by the prefects' committee, which, as before mentioned, meets at the end of every school day.

6. Very occasionally an objectionable type of boy is found who sets himself against the authority of the prefects and obstinately refuses to fall in line with the majority. This calls for immediate and strong action from the teacher.

7. The value of the system amply compensates for the care and forethought required for its initiation. Once established the tone of the class and the work done are greatly improved.

FIRST STEPS TO GEOMETRY.

By James Gagan, Senior Mathematical Master,
Firth Park Secondary School, Sheffield.

Whenever teachers gather to discuss the teaching of geometry, the most important member of the conference is Euclid of Alexandria, the master, whose greatness endures. And so, though we tell ourselves that, with all its clear beauty, his system is not for the child, our teaching of geometry is still dominated by this system. In the later stages of the schoolboy's career this domination is possibly all to the good; but in the introductory stages the joyless experience of generations has led to a so-called reform.

The problem of introductory teaching in geometry has within recent years produced several attempts at a solution. We have had the "Introductory-Construction and Scale-Drawing" method, the "Concrete-to-Abstract" method, and the "Measure-up-the-diagram-and-discover" method, and yet there has been the uneasy feeling that time has been wasted, and we have discovered that, although some foothold has been obtained, the ancient cliffs are almost as difficult to climb as ever.

There is weakness and lack of virility in all the three methods. There is weakness in the system which considers initially a brick and sets itself to count its edges and gravely to tabulate various obvious statistics concerning it; there is weakness in the system which elevates paper folding into a principle instead of bringing it in as illustration; there is weakness in all such systems as leave a deposit so attenuated that nothing can be built on it; and though we feel the feebleness, yet with illogical optimism we go on trusting that the fundamental concepts are gaining in intension and extension, and so we sink into tranquillity, to realise later that the gain is in no way commensurate with the time spent.

Before attempting to discuss the scheme suggested below, it may be well to state some postulates which have guided its construction, together with some deductions which the difficulties of preliminary teaching indicate.

(i) *Theorems and riders may be divided into two classes:*

(a) *The "proving the intuitively obvious" type.*

(b) *The "discovery" type, in which some unsuspected truth is brought to light.*

Type (a) should be excluded from a preliminary course.

(ii) *The order of theorems as given in the usual modern text book is by no means the only logical order, and a radical alteration is possible; for example, by an earlier introduction of the circle.*

As far as is possible, the theorems should be arranged in order of difficulty, and the Euclidean system of water-tight compartments discarded. Many of Euclid's theorems may well be put on the level of riders, and several other propositions, now treated as riders, given the rank of theorems.

(iii) Boys under thirteen have little "Abstract-Rider" sense.

Since one of the objects of a preliminary course is to obtain familiarity with material, exercises are essential. This familiarity can be obtained from trigonometrical exercises, carefully and skilfully selected. In evening technical classes quite a good knowledge of geometry may be gained in this way. The claims of trigonometry as an aspect of geometry are neglected in practically all text books, but we have found by experiment that not only geometry but algebra as well can be taught from a trigonometrical standpoint.

(iv) A decided economy may be effected by the symbolisation of lengths and angle magnitudes.

With this symbolisation a class is enabled to follow readily the demonstration of many theorems, notably the extensions of the Theorem of Pythagoras and the propositions and riders concerning angles in circles.

(v) The formal statement of the steps in a theorem presents initially a formidable difficulty.

A gradual transition up to the desired precision of statement should therefore characterise a preliminary course.

A scheme devised to satisfy these conditions follows. We begin with a preliminary study of angles. Accepting the parallel-transversal and the isosceles triangle theorems as true *a posteriori*, this study may be pushed without the slightest strain as far as the cyclic quadrilateral. For we can show by the usual methods that the external angle of a triangle is the sum of the two opposites, and hence in an isosceles triangle, if x is the base angle, $2x$ is the external vertical angle, so that when we have two isosceles triangles formed from three radii of a circle, the angle at the centre is $2x + 2y$, and is double the angle $x + y$ at the circumference, and so on. At each stage, as Mr. Durell has admirably shown, many interesting numerical and symbolical exercises are possible. Incidentally, regular polygons may be studied. Thus in the first term we get into the heart of the subject; new truths are discovered daily; the pupil gets the "therefore" attitude of mind; the reasoning required is not too difficult and the thin end of the logical wedge is in place.

The next step is towards the introduction of trigonometry, and here we enter the field of controversy, for the initial concept considered is that of similarity.

Many writers have called attention to the neglect of this concept in introductory courses. There seems to exist, however, an unhealthy tradition that the subject is difficult, and that its treatment necessitates either a long apprenticeship to the study of geometry or an unjustifiable appeal to intuition. The difficulties of the topic are chiefly artificial ones, emphasized perhaps by the cumbrous and uninteresting exercises often set (which may usually be solved quite easily by what is called the sine rule in trigonometry). Many teachers who object to the use of intuition will nevertheless countenance scale-drawing, and so inconsistently assume the fundamental theorems of similarity. The whole of the theory can be developed from one simple and self-evident fact—that a man who climbs the first twenty rungs of an inclined ladder will double his height from the ground if he climb another twenty.

One of the most common of our visual experiences is the recognition of objects at varying distances. One factor in the "consciousness of the agreement of the phenomena" (to use William James' phrase) is precisely that notion which, when symbolised, leads to the equation $\frac{x}{a} = \frac{y}{b}$. An accurate photograph is one in which the same equation holds. Considerations such as these justify any appeal to intuition that may be necessary.

When the stress is transferred from lengths to angles, trigonometry enters and the opportunity for the incidental teaching of a great number of theorems and other facts is to hand; there is, for example, the easy semi-trigonometrical proof of the Theorem of Pythagoras. The advantage of using trigonometry as an aid in the preliminary teaching of geometry may be roughly formulated as follows: by a careful selection of examples, geometrical facts are illustrated, and geometrical investigation is compelled.

There is another line along which the preliminary teaching may be conducted, suggested by Mr. Carson—the practical construction of loci from concrete and familiar data. As an introduction to graphical work and the idea of functionality, and as a most illuminating and suggestive source of geometrical knowledge, this method should be more widely known; few teachers realise its scope and possibilities.

Within the limits of a two year course, a survey of the ground usually covered in four years is possible. At the end of the first two years, the more formal course begins. A thorough discussion of the modifications in the Euclidean order which a preliminary course such as the above would necessitate is beyond the scope of this article. One of the chief is the wholesale discarding of the "book" system, in which one "book" deals with triangles, another with circles, another with solid geometry, and so on. The various figures—plane and solid—would be considered as material to which certain geometrical principles are applicable, and if any division of the text book is undertaken this division should be guided by the idea of *illustration of principle* rather than the consideration of definite figures, as in Euclid. The twentieth century "reform" has not gone far enough; there is a distinct feeling, especially amongst the younger generation of mathematics teachers, that the reform is characterised by timidity rather than efficiency, and that the chief change that has been effected amounts to little more than the substitution of the word "Geometry" for "Euclid."

INDIVIDUAL WORK AND THE USE OF GAMES IN ARITHMETIC FOR UPPER STANDARDS.

By M. H. Nightingale.

Much has been done towards the development of individual work for the lower classes, but especially in a subject like arithmetic it is more necessary still that the work should be made individual amongst the older children. Weakness in any of the fundamental rules not only results in disaster in the working out of all the more problematic work in the upper classes, but hampers thought which should be as free as possible to deal with the problem itself. Weaknesses of this kind are bound to be very varied in a large class, and cannot therefore be dealt with collectively.

Small schools, moreover, have always several sections in a class in addition to the individual differences usual in a class in a large school. The writer's youngest pupil at present is ten, there are two or three over fourteen, and the remainder of the forty-four range between these ages. Under the old system the class would be taught in four or five sections. Recently, however, there have been as many divisions as children—there is no limit imposed upon the quicker ones, and the slow children are not hopelessly dragged ahead of their capabilities.

Rule tests are given periodically, and are purely tests of method, involving no difficult working. A record is kept of which rules a child can do, and for this purpose method is marked, slips in working being disregarded.

Each child is then told which rule she needs to practise first, and is shown individually, or with a group needing the

same help, how to do it. She consults a list of text-books which tells where examples of various kinds may be found, chooses her book and sets to work from it, bringing her work in for correction and help when she is ready. At the back of her exercise book she keeps a record of the time spent on arithmetic, number, and kind of example worked, and the result.

As the class is working on free individual lines for all subjects, and the same teacher is in charge of all, the rule has been made that arithmetic can only be attended to in the mornings, otherwise other subjects could not be properly supervised. If arithmetic is done in the afternoon it is given in with other books to be marked when possible. To facilitate marking in this case, each girl has a slip of paper as bookmark, on which she writes book and exercise from which she is working, so that books may be sorted before being opened.

When a child feels that she knows a rule she consults her teacher as to what she shall do next; but the gaps in the mark book are not filled in till the next rule test. Often, after numbers of the same kind of sum have been worked, teacher and child are persuaded that the difficulty has been mastered, only to be disillusioned when it appears again later after other work has made a break.

Rule practice, of course, is not confined, like the method test, to simple examples, and it is necessary occasionally to leave the rule work for problems and mixed examples, including back work.

Since so much of the upper class arithmetic is in the form of more or less complicated problems, anything which will reduce the actual computation to mechanical memory work is of very great value. For this purpose a number of arithmetic games—consisting of board and counters—have been introduced, not in order to make the work pleasant—though the children evidently think it does that, else they would not ask to be allowed to stay in at playtime to play them—but because it is a more economical method.

Teachers all know only too well how long it takes to get tables known thoroughly. Games demand concentration and provide an interest and a purpose for remembering what would otherwise be a tedious list of facts or equivalents. It does not require many minutes' observation of a class using these games to realise that more arithmetic is done in the time than in any other arithmetic lesson. If the games are well arranged they can be made worth playing as games. A sharp player finds ways of checking her opponent, and these are themselves often gains to the arithmetic.

Naturally, considerable excitement prevails while the games are in progress, therefore a special time is set apart for the purpose, so that other work is not interfered with. Each player is made responsible for seeing that the correct number of counters are put back in the box at the end of the time, and very few counters have had to be replaced.

If a variety of games is provided, dealing with factors, weights and measures, vulgar fraction, decimal and percentage parts of a pound and of a shilling, averages, discount, etc., children do not always play the same game; but for the games to be of any use repetition is necessary, and therefore no one, having chosen a game, is allowed to change it the same day. Sometimes children ask for the same one next time.

To arrange the desired arithmetical facts in such a way as to produce a game which "plays well" takes a good deal of time, and it will be an advantage to busy teachers to be able to obtain them ready for use. This will probably be possible shortly, and it is hoped that as time goes on the idea may be developed further in order to save time and effort for the higher forms of arithmetic.

HISTORY FOR THE GERMAN REPUBLIC.

SYNOPTISCHE TABELLEN FÜR DEN GESCHICHTLICHEN ARBEITS-UNTERRICHT VOM AUSGANG DES MITTELALTERS BIS ZUR GEGENWART. Herausgegeben von Siegfried Kawerau, unter Mitarbeit von Fritz Ausländer, Heinrich Reintjes, und Fritz Wuessing. (Franz Schneider Verlag, Berlin, S.W. 11). 65 pp., about 13in. by 9in.; nine parallel columns per double page.

As already reported in the EDUCATIONAL TIMES the subject of history-teaching in its international aspects was discussed with great eagerness by the Third Moral Education Congress at Geneva, 28th July—1st August, 1922. The Congress ideals were considered to be so entirely in harmony with the purposes of the League of Nations that a special session (30th July) of the Congress was held by invitation, under the roof of the League Secretariat. Among the many enthusiastic speakers at the Congress on this vital topic one of the foremost was Dr. Siegfried Kawerau, of Charlottenburg, the author of the Tables now under our notice. He is a progressive spirit as well as a scholar (would that the second term always implied the first!), and, in his preface, he explicitly demands that the new teaching, while conforming with the methodical standards of the old text-books, shall treat facts sociologically, and in harmony with the ideals of the German Republic and democracy. Hence, the work is not only of great interest to teachers of adolescence (and to elementary school teachers), but also to the general reader who wishes to note the more liberal tendencies in German educational circles.

The information collected is cast into phrases and brief sentences, well sprinkled with dates, and divided into nine classifications, which are kept uniform through the whole book. These deal with:—

- (a) Industrial development.
- (b) Social conditions and movements.
- (c) Moral and intellectual life—(1) Religion and church; (2) Philosophy and science; (3) Literature and music; (4) Architecture and sculpture; (5) Education.
- (d) Domestic policy ("Innerstaatliche Organisation")
- (e) Foreign policy.

For example, if we glance across the columns that annotate the course of Western-European civilisation in the earlier half of the 18th century, we find such details as the following:—Changes in the industrial population in Germany; German currency and commerce; French social classes, their manners and conflicts, etc.; the ideas of Boyle, Bossuet, Port Royal, Toland; the achievements of Newton, Leibniz, Halley, Réaumur; the artistic activities of Defoe, Lesage, Watteau, Bach; the educational work of Semler (Locke is earlier, Rousseau later); and Prussia's early experiments in compulsory schooling; English ministerial responsibility; France's finances; and wars are duly reported in the ninth column (Marlborough, Siege of Gibraltar, the French-English conflict over Colonies, etc.), but with the same brevity (except for 1914-18) as is applied to the other themes. Russia, Austria, and the rest of the European countries have their proportional entries. The shooting of the Spaniard, Ferrer, is recorded for 1909 under the head of Education, Ferrer having established a system of "Modern" (secular) schools. America, Asia, Africa, and Australia are only incidentally treated. Tables prepared on the present scale for the whole world would make an almost too imposing pile.

The chief question we ought to ask is whether these elaborate tables really do mark a wholesome new temper in German methods, and they undoubtedly do; and we must trust the younger German teachers to cultivate a liberal and imaginative interpretation of these masses of facts.

F. J. G.

PRIMARY SCHOOL NOTES.

By our own Correspondent.

The position of primary school teachers with regard to their salaries is now in the balance. Since I last wrote the proposals of the Authorities' Panel of the Burnham Committee have been formulated. They are a 5 per cent. reduction on all the allocated scales; the reduction to be applied to allocated scales adopted to operate as from 1st April, 1923. Authorities who do not adopt an allocated scale by 1st April, 1923, are to be left "face to face" with the N.U.T. The reduction of 5 per cent. is to operate until 31st March, 1924, when the position is to be reconsidered. The reduction is to be on the gross salary received. Increments and "carry over" are to be paid, as already arranged, on 1st April, 1923. Further the Burnham Committee will agree to act as arbitrators between authorities and their teachers who fail to agree as to the terms with regard to "carry over" in connection with the adoption of an allocated scale as from 1st April next, provided both teachers and authorities agree to abide by the decision of the Committee. The whole of the proposals are to be presented to the N.U.T. special conference called for 29th December for acceptance or rejection.

A great factor in the situation is the London position. The London scale is due for revision at the pleasure of the L.C.C. as from 31st March, 1923. I hear the L.C.C. are likely to agree that providing the N.U.T. December conference offer a voluntary reduction of 5 per cent. they will not revise the London scale before 31st March, 1924. In other words the L.C.C. will accept the offered reduction of 5 per cent. on the existing scale. The well-known reputation of the L.C.C. to hold itself to any bargain entered into will not be without its effect on the votes of London teachers' representatives at the December conference. There is, however, a very considerable body of opinion even in London against "volunteering" a reduction. One of the largest local associations, West Lambeth, has already decided against acceptance. Other associations in the Scale iv. area have also decided to reject the proposals. Among these are West Ham, East Ham, Leyton, and Wimbledon.

The emergence of the present position has damaged beyond repair the confidence of teachers in the power of the Burnham Committee to maintain the terms of a bargain once made. Many local education authorities have refused to adopt the allocated scales, and among those who have adopted them there are many who have made plain their desire to break away from them. On top of this disloyalty to the Committee and in deference to it comes the request to reduce payments all round. Face to face with this the teachers are asking—and with reason—Is it any good to bargain at all? They are given no guarantees that the reduction will stop at 5 per cent.—no guarantees can be given. The continued existence of the committee even as a moral force is threatened.

Closely allied with the salaries question is the position of the teachers' pension scheme. The Departmental Committee is sitting, and, quite naturally, there is much speculation as to the recommendations likely to be made. The N.U.T. gave evidence before the Committee on 30th November. I understand the evidence was directed towards the maintenance of the 1918 non-contributory scheme.

The attempt now being made to abolish the present "dual control" of elementary schools has been complicated by insistence on the right of entry into Council schools. The N.U.T. will not, of course, consent to such a set back, and the result of this will mean the withdrawal of any further co-operation of the Union with those who are at present negotiating a "deal." I gather the mind

of the Executive of the Union will determine them to stand aloof until the emergence of a Bill dealing with the matter. This is the wisest course. The N.U.T. will then have a free hand to criticise and seek to secure the removal of objectionable clauses.

Just now there appears to be a desire in some quarters to depreciate the work of the primary schools. A long letter signed "Investigator" has appeared describing as "facts" a condition of affairs which if they were true would be a serious indictment of primary school teachers. Also, Bishop Welldon has returned to the attack. The good Bishop thinks teachers should not concern themselves with such things as their pecuniary interests. Their sole concern should be the good of the community. In order to persuade them this is the right attitude he attacks vigorously the results of their work.

Mr. Cove (President N.U.T.) and Mr. E. J. Sainsbury (Vice-president N.U.T.) have been to the Hague to represent the Union at the International Peace Congress.

The L.C.C. will probably decide that as from a given date no married woman teacher shall be eligible for appointment to the London service. There is not likely to be any interference with the tenure of married women teachers already in the service.

LONDON REPRESENTATIVE MANAGERS.

The Question of Home Lessons.

One hundred managers attended the recent meeting at the County Hall, Lord Gorell presiding. At the suggestion of Mrs. Anstey it was decided to ask the L.C.C. to record on the school honours boards the names of all children who have won scholarships, even if, on account of medical or family reasons, any scholarships are not subsequently taken up.

An interesting discussion arose on a proposition by Mrs. Bowen that home lessons should be abolished or considerably shortened. Some speakers referred to the hardship inflicted by requiring the older girls to do homework rather than help their harassed mothers in household affairs; others to the lack of facilities for effective homework in crowded tenements. The general opinion of the representative managers, however, was that there was much to be said for a reasonable amount of homework, and that the subject was one which might be safely left to the discretion of the headmaster and headmistress.

Lord Gorell, responding to an invitation to give an address on the probable effect upon education of the general election, said that he would endeavour to do so without introducing political controversy. The Labour Party paid the greatest attention to education, and he recalled a remark made by Mr. J. H. Thomas when he (Lord Gorell) formed one of a deputation to Mr. H. A. L. Fisher on the question of a central library for students that "everything which helped to educate democracy was vital." Among some Conservatives there was still a tendency to take the view that "people should not be educated above their station." He ventured to say that he did not think education would do better in the hands of Mr. Bonar Law and Mr. Wood than in those of Mr. Lloyd George and Mr. Fisher. He had been speaking to Mr. Lloyd George before coming to that meeting, and Mr. Lloyd George had said, "Please tell the Representative Managers that there is nothing at the present time more vital than education." Lord Gorell concluded by hoping that education would in time be elevated to that detachment from politics which was now given to foreign affairs, and that gradually the nation would see that education was so vital as to necessitate its being placed beyond the reach of party concerns.

ASSOCIATION NEWS.

The Teachers' Council.

At a meeting of the Council on Friday, December 15th, Lord Gorell presided for the first time, being introduced to the members by Sir Walter Durnford, Provost of King's College, Cambridge, and Honorary Treasurer of the Council. Sir Walter spoke of Lord Gorell's former association with educational journals, and his more recent work as head of the Army Education Scheme.

During the formal business it was pointed out that the Council has now been working for ten years, and that during this period nearly 74,000 teachers have applied for registration. A preliminary discussion followed as to the evidence to be submitted to the Committee on Superannuation. A complete statement will be prepared and submitted to the Council in January.

In connection with certain events affecting teachers and arising out of the recent General Election, the following resolution, passed at a previous meeting of the Council, may be of interest:—

"The Council is of opinion that, inasmuch as teachers are citizens with all the obligations and liberties of citizens, they should have a recognised right to express themselves in public on all questions, whether controversial or not. The Council believes, however, that this right is subject to certain limitations arising from the nature of a teacher's work. Teachers should hold themselves in honour bound to remember that they cannot at any time or in any place entirely divest themselves of their official position; and when taking part in public controversy they should aim at winning adherents by the use of argument based on accurate information rather than by displaying the vehemence of mere partisans. In school it is well that they should avoid matters of current political controversy, but, if such matters do arise and are discussed, teachers should confine themselves to the statement of essential facts, and to the presentation in as fair a manner as possible of both sides, or all sides, of the question. It cannot be too clearly stated that for a teacher to seek to influence the opinions of his pupils on such questions by anything approaching party propaganda is a gross abuse of his peculiar and confidential position, and a transgression of the unwritten law of the profession."

Conferences.

The National Union of Teachers is holding a special conference on Friday, December 29th, for the purpose of considering a proposed all-round "voluntary" reduction of salaries by 5 per cent. With this additional gathering the end of 1922 and the beginning of 1923 will see the majority of teachers' organisations in council. The programme of the January Annual Conferences is extremely interesting, and the president of the year, Sir Michael Sadler, is taking an unusually active share in the meetings, besides addressing a gathering of the Assistant Masters' Association. The National Union of Women Teachers are holding their Conference in Cardiff, where they have arranged a pleasant round of social functions and an exhibit of an educational film as reliefs from the more strenuous business of discussing equal pay and kindred subjects.

The Education Guild.

Owing to the delay in the publication of the Consultative Committee's Report on the differentiation of curricula for boys and girls in secondary schools, the discussion to be opened by Principal Barker at King's College has been postponed. It will, however, be held as soon as possible after the issue of the Report.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Women Students at Cambridge.

The Syndicate on Statute A and the conferring of titles and degrees on women students have issued a report making certain modifications on their previous report. Research students at Newnham and Girton are to be regarded as supernumerary, and a women student who is "allowed the ordinary" shall be qualified for the title of degree. The syndicate has again considered the advisability of introducing a regulation formally admitting women to instruction in the university, but have refrained from complicating the suggested ordinances by introducing one at this stage. This, however, is without prejudice to any future amendment to the proposed regulations. They pass on to the Library Syndicate the question of the use of the University Library by women students—a matter not within their own province.

Rhodes Scholars.

The number of Rhodes scholars in residence during 1921-22 was three hundred—156 from the British Empire and 144 from the United States of America. The Faculties and Law heads the list with ninety-eight students, natural science (including medicine) coming next with sixty-six. The Academic year 1923-24 starts with 262 Rhodes scholars in residence, in addition to seven ex-scholars. Appointments to the 1924 scholarships will be made during 1923. Though the value of the scholarship has been for the present increased by a bonus of £50, even with this addition the expenses of a full year cannot be covered, and holders need to be prepared to supplement it by another £50 a year.

Southport's Scholarships.

Miss Hartley, daughter of the late Sir William Hartley, has presented four University Scholarships for the use of students who have attended the Municipal Secondary Schools of Southport. This is an excellent way of marking her period of office as Mayor. The scholarships are of the value of £60 per annum, and are to be awarded equally among boys and girls.

"Service wherever rendered."

Mr. J. Jones asked the President the other day in Parliament whether he was aware that teachers engaged in Secondary Schools in this country who happened to have served some of their time in Irish schools were not allowed to count this Irish service in fixing their salaries. Mr. Wood replied that the Burnham Report permitted recognition of service in an Irish Secondary School where the local Authority was satisfied of its standard of efficiency. The Burnham Report, it is true, allowed many things—but the Board by circular disallowed some of them, and this among them, if our memory serves us. The particular circular on this point was discussed in the December, 1921, issue of the EDUCATIONAL TIMES.

School Medical Service : Payment by Parents.

The Cheltenham Committee are not in favour of payments by parents for the medical treatment of their children. The Medical Committee were unanimously of the opinion that the work of the school medical service would be hampered by payment being demanded. The question of payment in cases of operations for adenoids is to be considered further with representatives of the hospitals, where such cases are sent. The BARKING Committee, however, at their last meeting have adopted the report of their sub-committee, recommending that free treatment be provided only for children whose parents' income is below certain points after paying rent, viz., 25s. where number in family is two; 30s. for three; 35s. for four; and 40s. for five or more.

PERSONAL NOTES.

Professor J. L. Brierly.

Mr. James Leslie Brierly, B.C.L., M.A., All Souls College, has been elected Chichele Professor of International Law and Diplomacy. Mr. Brierly is Professor of Law at Manchester University, and was formerly a Fellow of Trinity and Fellow of All Souls.

The First Headmaster of Stowe.

Mr. J. F. Roxburgh, M.A., sixth form master at Lancing College, has been selected as headmaster for Stowe school, the new public school to be started at Stowe House, the former home of the Duke of Buckingham and Chandos near Buckingham.

Mr. Roxburgh is a Scotsman, thirty-four years of age, and was educated at Charterhouse and Trinity College, Cambridge, where he took a first in Classics. He also went to the University of Paris, where he obtained the degree of *L. ès L.* (avec mention). Since 1911 he has been sixth-form master at Lancing College. During the War Mr. Roxburgh served with the Royal Engineers in France; he was with them in the last advance, and was mentioned in despatches. He is the author of a small book, entitled "The Poetic Procession."

Fellowships at King's.

Dean Inge and Sir Sidney Frederick Harmer, director of the Natural History department of the British Museum, have been elected to honorary Fellowships at King's College, Cambridge.

Sir Henry Miers.

The Court of the University of Manchester has passed a unanimous resolution extending the engagement of Sir Henry Miers as Vice-Chancellor beyond the age limit prescribed by its regulations. The *Manchester Guardian* says: "That Sir Henry Miers is even nearing an age at which he would cease to be the best Vice-Chancellor that the University of Manchester could possibly obtain would not enter the head of anyone who knows the tireless intellectual energy, freshness, and alertness which he adds to uncommonly prolonged bodily vigour and activity."

Schoolmaster and Explorer.

Mr. G. H. Leigh-Mallory, who is lecturing on the second ascent of Mount Everest, was a master at Charterhouse School prior to joining the expedition to climb Mount Everest.

At the end of this year Mr. Leigh-Mallory is sailing for the United States, where much interest has been shown in the two expeditions to the summit of Mount Everest.

Miss Winifred Mercier.

Miss Winifred Mercier, Principal of Whitelands Training College, and formerly Director of Studies at Girton, has been nominated by the Training College Association to succeed Professor John Adams as the representative on the Teachers Registration Council.

Obituary.

Among the deaths announced during December were those of Miss Isabel Cleghorn, the first woman President of the N.U.T.; Sir Norman Moore, a former President of the Royal College of Physicians, and the historian of St. Bartholomew's Hospital; Mr. Charles Lowry, until recently Headmaster of Tonbridge School; and Sir Isaac Bayley Balfour, Professor of Botany at Edinburgh since 1888.

SOME APPOINTMENTS.

Mr. William Davis, M.A., has been appointed to the Professorship of the Textiles Department of University College, Nottingham.

Miss Barratt, D.Sc., A.R.C.S., Lecturer at the Imperial College of Science, has been appointed Principal of Swanley Horticultural College.

NEWS ITEMS.

Russian as a School Subject.

Lord Emmott, presenting the prizes to the boys of Leigh Grammar School, said the school had specialised in making Russian one of the languages taught. Russia would probably be a great factor in the world's history before very long, and a great many boys who learnt Russian would reap the reward of their labour.

The W. H. Hudson Memorial.

There will be general approval of the forms decided on for the W. H. Hudson memorial. A stone monument is to be set in or near one of the sanctuaries in a London park, Professor Rothernstein's portrait of Hudson is to be bought for the National Portrait Gallery, and the money left after these things are accomplished is to be used for the preservation of bird life.

Another Lock-out.

Huntingdon Education Authority's offer to continue paying teachers on the provisional minimum scale for a further period of twelve months having been refused, the Authority have decided to give all the teachers three months' notice.

The provisional minimum scale is of course below the rate agreed upon by the Burnham Committee, and the Authority's "offer" is merely a proposal to go on paying teachers less than their due.

Royal Asiatic Society Prizes.

Lord Chalmers, president of the Royal Asiatic Society, presented the nineteenth annual award of the Public Schools Gold Medal for the best essay on an Indian historical subject to Mr. S. Lotbinière, of Eton College, and the book prize to Mr. S. K. Noakes, of Merchant Taylors' School. He mentioned that the medal had been won once by seven schools—Rugby, Harrow, Marlborough, Bishop's Stortford, Dulwich, Shrewsbury, and Westminster. Denstone College had won the medal three times and Merchant Taylors four, while the present made the fifth award to Eton.

The True Blue.

In the memoirs of Lady Palmerston just published is a letter from her brother (1839) describing national education as "madness," and the penny post as "a humbug, and an expensive one." But he did not carry his objection to innovation so far as the Lady Suffield of the time who, living at Canton Park, Norfolk, had to suffer the indignity of seeing the railway intrude on her demesnes. This enabled the post to reach her house at seven a.m. instead of two in the afternoon; but so irreconcilable was the grand dame that she refused to allow the letters to be delivered till the accustomed hour.

SOME SAYINGS.

Lord Balfour.

It would be a most intolerable world if everybody spent their time hunting for first principles. It would be a world, among other things, that would probably starve."

Mr. Arnold Bennett.

"The chances are a hundred to one that the schoolmaster knows much better than the parent how to get the best out of a given child."

Miss Grace Hadow.

"A Dora Copperfield at seventeen, biting the end of her pencil and making a muddle of her household accounts, might be rather charming and appealing. At twenty-seven years of age she was apt to be irritating, and at thirty-seven she might think herself lucky if she had not driven her husband to drink."

The Rev. Ronald F. W. Fletcher, B.A., formerly scholar of Lincoln College, has been appointed tutor and chaplain of St. Edmund Hall.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

The "Equal Pay" Fallacy.

A REPLY.

May Ervant's argument against the cry for "Equal Pay" proceeds along the lines of mere assertion. The one strong point made in her article is the "The teacher should fight, not for pay for so much work, but for a salary liberal enough to free him from financial worries." Agreed, but are we to include only "him," *i.e.*, the man teacher. For surely the woman, too, needs the same freedom from financial worries as the man.

Take a very simple instance of the injustice of unequal pay. No one would think of suggesting that as members of Parliament Lady Astor and Mrs. Wintringham should receive less than the recognised £400 a year as salary. Yet it is considered quite just to offer a woman teacher less than a man—even to the extent of £120 a year.

In her first paragraph Miss Ervant states—and it is a most sweeping generalisation—"those who call loudest for equal pay are generally the drones or the incapable." This reply may be countered most effectively by the far truer statement that: "Every claim for improved pay and conditions of life during the last hundred years advanced by workers of all kinds could have been met by the same weak and futile retort."

The article goes on: "What two persons ever did work exactly equal in value?" Of course no two persons ever did. None would make so wild a claim. But obviously this argument cuts both ways; for who shall say that the man teacher does *better* work (it is quality that counts) than the woman teacher? And if not, what virtue in him demands better pay?

The qualifications required of the College student—man or woman—are identical; University examinations for degrees are identical for men and women; hours and conditions of work are identical. What an injustice, then, to claim for man the greater salary.

The whole of the second paragraph returns upon the writer. Miss Ervant admits that "clerks, doctors, Cabinet Ministers all receive fees or salaries for the post they fill. It is tacitly assumed that if they are worthy of their *position* they are worthy of the accompanying emolument. Who has ever heard of the lady doctor's demanding a lower fee than her male colleague?"

In the third paragraph occurs a reference to a "vast body of women teachers who argue . . . that because men and women in the teaching profession do equal work they should receive equal pay" which, says the writer, "must ever remain a matter of opinion." Apparently the argument is that, as men have arranged the salaries upon the theory that *their* work is the more valuable, they should be allowed to remain undisturbed in their possession of their citadel. In other words: "Whatever is, is right."

But an objection to that—provided by the very arguments of the writer herself—is that in matters of teaching work, the work of moulding the character and educating the mind, no comparison can be made. Why then allow the men to make it—tacitly—by granting them their claim for superior salaries. For they have no other claim to higher pay (as will be proved in a moment) until the whole basis of society is changed and until the State recognises fully—as it has begun to do in microscopic measure in Income Tax exemptions—the claim of the family to the support of the entire State and not of any *one class of workers*.

"The best supplementary teachers are of greater value as teachers than the poorest certificated teachers." Where does this assertion lead us? Has not a Burnham Committee established a scale of salaries based upon qualifications? That is just what the women claim. *Why*, then, do the men—with no greater qualifications—demand greater pay than the women? *How*, I would ask, do *they* (the men) establish their claim to superior value as educationists. They, like Miss Ervant, do not *establish* any claim; they merely assert it. As a member of the Schoolmasters' Association replied to me: "Equal Pay, we all admit, is all right in *principle*; but it is not expedient."

That parrot call of expediency has been used to justify some of the most appalling crimes in the history of civilisation! *e.g.*, the sweating system.

Consider this: "If women teachers succeed in convincing the country that women are more valuable than men, a lowering of salaries must inevitably follow." Surely by no stretch of imagination can one see a particle of logical reasoning in such a wild statement. It is not even a truthful protasis. Women do *not* want to convince the country that they are *more* valuable teachers than men. That is plainly a wilful mis-statement of facts.

The writer goes on: "Men's salaries have to be adjusted on the assumption that *most* of them have to maintain families." Now let us free our minds from cant of this kind. How on earth does the South Wales miner keep his family on his £2 per week? His wage, surely, has not been arrived at on this principle! And if it has, why is not £2 per week the maximum of the Burnham Scale? Does the teacher's family belong to a higher plane of humanity than that of the South Wales miner? What a ridiculous assertion this is! When is this lie to be finally quashed?

Now let us turn the writer's arguments loose upon her own theories. If salaries are arranged upon the assumption that the man has a family, surely the logical consequence is that the bachelor or the married man with no dependent children (and 51 per cent. of all the men in Great Britain come under this category) should receive the same pay with a woman and *less* than the married man with, say, *three* dependent children.

Of course the argument now will be that the married man has his wife to *keep* in any case. This can be disposed of in two ways. First: the man voluntarily, *for his own comfort* (let us again candidly rid our minds of cant) took to himself a wife in full knowledge of the pay he was receiving. Should he saddle the unmarried woman (who probably is herself yearning in vain for the full joy of marriage) with the duty of sacrificing *her* well-earned luxuries (?) to help to support *his* family? That is what he seeks to do. Said one of them to me: "There's a fixed amount available for salaries (another fallacy, by the way). If the woman gets any more, I shall get less than I should. I won't agree to Equal Pay." My reply was: "Join issues with the women. Fight for better salaries and conditions for *both*."

Again the childless married man has not only the comfort, the love, and companionship of his wife, he has a devoted keeper of his house. The unmarried woman has all the disadvantages of single life—probably in rooms, with a landlady "doing for her"—and the same expenses as the bachelor in the same condition. Surely, even with "Equal Pay" the disadvantages of an essentially *lonely* life in "digs" outweighs the happiness of the married man with his home-comforts. For there is no woman or man who prefers at heart to live unmarried.

"Salaries under the system of Equal Pay must tend to descend towards the level of women's wages in tasks such as dressmaking and millinery, which are peculiarly their own," says your correspondent. This betrays muddled thinking.

Firstly: *Why* will they tend to descend? Surely they will be dependent on the supply of *first class brains*. And such supply is necessarily limited.

Secondly: Why are dressmaking and millinery peculiarly their own, except in so far as a servile Victorian society has made these trades customary for women? And why do their rates of pay create a system perilously near to a sweating system, except as a vicious circle of big salespeople keeps wholesale prices low and retail prices 500 and 600 per cent. above them?

Thirdly: Men should think highly enough of their own mothers and sisters—with *true*, not *false*, chivalry—to realise that *their* mothers and *their* sisters (unless ill-educated, in the broad sense) were, or are, as capable as themselves, in their own way in occupations other than "millinery and dressmaking."

Finally: a great struggle has begun. The only way to face it is for man to join forces unselfishly and with an open mind with the noble body of women who are being cruelly maligned and allowed to fight unselfishly a lone hand. They will find that woman's interests are man's interests also—bound inextricably together. Assuredly the man who selfishly betrays the cause of the woman now is laying up a grievous burden for future years.

35, Rosenau Road,
Battersea, S.W. 11.

Yours,
ARTHUR PAYNE.

LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

BOOKS AND THE MAN.

Exit Mrs. Gamp.

Some years ago there was issued a notable book entitled "Common Sense in Education." It was written by Mr. P. A. Barnett, one of the most distinguished of the Board's Inspectors of Schools, whose official duties were carried out in the light of a profound knowledge of educational principles and mitigated—alike for those whom he inspected and for himself—by an agreeable wit and pleasant fancy. Now comes to me a volume written by Mr. Barnett's daughter, Charis Barnett (Mrs. Sydney Frankenburg), and entitled "Common Sense in the Nursery." It is published by Christophers at six shillings net. Let me say at once that the title is not merely a daughterly tribute but a true description of the book itself. Nothing half so good has been written to aid the young mother. Most books on this topic are either over-maudlin or over-medical. The former class will wallow in gush about the pretty ways of children, and the latter will brood in gloomy fashion over their physical perils. Concerning one widely read book of advice to mothers a successful family doctor told me that the growth of his extensive and lucrative practice was greatly helped by the injudicious reading of the book by young mothers, coupled with their equally injudicious reading of clinical thermometers.

The painful truth is that young mothers are not endowed by nature with common sense in regard to the treatment of their offspring. Even the instinct to protect them may operate harmfully under the artificial conditions of modern life. Like others of our instincts it needs guidance and occasional repression. It must, in fact, be tempered by acquired knowledge and careful training. The writer of "Common Sense in the Nursery" combines these in unique fashion, for she is an M.A. of Oxford (Somerville), a trained nurse, a certificated midwife, and the mother of two robust boys. At her home on the Lancashire coast she conducts an Infant Welfare Centre, and gives practical help to the mothers of the neighbourhood. From this wealth of knowledge and experience are drawn the excellent counsels of her book, beginning with the anxieties and perils of birth, and leading on to the early training of the child. On this latter point her advice should be studied carefully by all teachers of infants, including especially those "motherly women" who are being substituted for qualified teachers in London. The chapter on "General Management" might indeed be incorporated forthwith in all books of "school method," for most of its precepts are of general application, such as: "Give as few orders as possible." "The knowledge of what to expect is the strongest element in a child's comfortable trust in grown-ups." "One of the great aims of education should be to make a child as independent as possible of the service of others."

The first reading of this book may leave the impression that the advice is too strictly worded, and that there is not due allowance for difference in temperament among mothers. But such criticism is met when we remember that books for young cricketers, for example, must treat of the ordinary case and ignore the special difficulties of the batsman with a stiff knee. When the general rules are thoroughly apprehended and have become part of the texture of the mind we can go forward easily and confidently among our special difficulties. I hope that "Common Sense" will enter every nursery and infant school.

SILAS BIRCH

REVIEWS.

Education.

THINKING: by Fred Casey. (Labour Publishing Company. 4s. 6d. net.)

The sub-title describes this book as an introduction to the History and Science of Thinking. The work as a whole is well done, and is suited to the needs of the public the author has in view. He is prejudiced against the orthodox academic spirit, and yet the earlier part, dealing with the history of thought, is itself quite up to academic standard, and most of it would be found quite useful by a student preparing for an academic examination. Mr. Casey expressly disclaims any pretensions to originality in his book, beyond the introduction of certain diagrams and "a few opinions at the end of each part." The diagrams are eminently academic, and do not really do much to clear up matters. But the text itself is admirably clear, so long as it keeps to the academic plane. It is when he gets into the region of "proletarian science" that the author gets a little obscure. His habit of interlarding the text with explanatory parentheses distracts the reader familiar with philosophical terms, but is perfectly justifiable in a work that appeals to intelligent but not well-read people. No teacher can find fault with a writer who insists on making himself understood. I do not think, however, that he is right in suppressing references to authorities, as he deliberately does. His argument that it "would only burden the book" is not good enough, for the ordinary labour reader is a very argumentative person and dearly loves to quote an authority.

Part II deals with Logic, or the Science of Understanding. This, too, is well done from the popular standpoint, but no academic student would be well advised to trust to this part in preparing for examination. To one familiar with logic the interest of the second part lies mainly in the examples of its application. These are largely drawn from the usual fields that interest labour, and will fail to satisfy the academic mind. But though the subject matter of the applications is treated from a definite point of view, it cannot be said that the arguments are unfair. The book is a live one and commends itself even to those who are not enamoured of proletarian science. The more books of this kind published by the Labour people the better for all who earnestly desire economic and political peace.

S. K.

SUGGESTION AND MENTAL ANALYSIS: by William Brown. (University of London Press. 3s. 6d. net.)

The fact that a second edition of this book has been called for within three months of its first appearance is an excellent testimonial to the value of the work. There has naturally been little call for changes within such a short time. Yet Dr. Brown has not only made certain small changes in the wording of some passages where reviewers had found obscurity, but he has added a complete chapter calling attention to the need for further unbiased investigation, and making clear the need of specialised training in neurology and psychiatry for the practice of psycho-therapy. The great number of people who have shown keen interest in the work of M. Coué will here find all the material necessary to come to a just conclusion with regard to the claims of the method of auto-suggestion.

A SUNDAY SCHOOL IN UTOPIA: by Rev. E. F. Braley. (Macmillan. 5s. net.)

The title raises expectations of something more exciting than the text supplies, for the book turns out to be a sober, straightforward text-book for the use of Sunday School people. Mr. Braley's long and varied experience added to his wide reading give a guarantee of the thoroughness of the work, while the spirit in which it is written leaves nothing to be desired. There is little here that is new to the expert, but there is much that will prove of great value to Sunday school teachers and superintendents. The book is divided into three parts, the first dealing with psychology, the second with pedagogy and lesson-preparation, while the third takes the form of an appendix that deals with syllabuses, discipline, punishments, the superintendent and psycho-analysis. The final chapter is evidently introduced to meet the insistent demands that Sunday school teachers,

like all other teachers, are making for information on the mysterious realm of the unconscious. All the rest of the psychology in the text is sound and orthodox—with occasional lapses as in the matter of defining involuntary attention—and the same may be said of the pedagogy. There is a sad lack of references. Is Mr. Braley right in giving Bishop Dupanloup "prophetic insight"? Should not the Bishop have looked backward for the origin of his saying. It is certainly an error to give Quick the credit of the aphorism "To learn by heart is not to know." What does Mr. Braley want us to understand by "the bear gardens that pass for Sunday schools are not only innocuous but positively harmful?" Perhaps the printer is to blame here: we are sure he is at fault in the Latin blunder on page 205. Though himself a clergyman, the author does not overestimate the value of clerical teaching, since he tells us that "After all, an ounce of mother is worth a ton of parson." There is no index. C. C. C.

THE CHARM OF TEACHING CHILDREN: by William Robb. (Gay and Hancock. 5s. net.)

Mr. Robb, who is one of H.M. Inspectors of Schools in Scotland, comes as a very welcome recruit to that band of enthusiastic teachers—such as Mr. Bailey, of Liverpool, and Mr. William Platt, of "The Joy of Education"—that boldly raise the banner of optimism in teaching. The book consists of a series of essays that to the cursory reader appear to be disconnected, but the more thoughtful will find underlying the whole a unity that is only partially indicated by the fanciful titles of the chapters. The book belongs to the class of "The Daydreams of a Schoolmaster," and is not unworthy to rank with that classic of our profession. I do not know how old Mr. Robb is, but I gather from his final chapter that he has reached the Pisgah stage, and is entitled to look back on a long record of good work. H.M. Inspectors have as a class a very easy descent into anecdote. It seemed a perquisite of their profession to become expert raconteurs. Mr. Robb is not an exception so far as skill is concerned, but he stands outside the usual circle by the fact that he does not tell stories for the sake of telling them. All his tales—and they are many—play a definite part in the text: they illustrate something. Further, a large percentage of them are fresh. But the book does not depend for its charm on the stories it contains. The easy, hopeful atmosphere of the whole is very refreshing in these days when "The Curse of Education" represents quite a large group of pessimistic books on our subject. Mr. Robb wisely avoids foot notes and solemn references in his book, but now and again it would be better if he mentioned names that deserve honour. For example, he rightly gives the names of Mr. George Sampson and Mr. Greening Lamborn as guides in the teaching of English. Why then does he omit the name of Mr. C. T. Smith when referring on page 127 to the wonderful musical work done on the Isle of Dogs? One slip occurs on page 57, where talking of story-telling he says: "Though Miss Sophie Bryant has written a book which will help those who wish to learn the art." The reference is obviously to the American authoress Sara Cone Bryant and her two books, "How to Tell Stories to Children," and "Stories to Tell to Children."

Teachers will revel in this unusual, stimulating, and wholesome volume. J. A.

A DOMINIE ABROAD: by A. S. Neill. (Herbert Jenkins. 5s. net.)

Those acquainted with "A Dominie's Log" and its successors will have a very fair idea of what to expect in a "Neill" book. Here the Dominie is engaged in starting an International School on "free Neill" principles, and talking about psychology between and in the paragraphs. One could place all teachers, according to their judgments on this book, in a kind of time-chart, where they would make a line of dots and clusters of dots, running from the ideals of, say, the later Middle Ages to those of the 20th-21st century. Mr. Neill, of course, lies well into the future.

The book is very readable. A Neill book could hardly be otherwise—unless you have a really good healthy anti-Neill complex. But if the "new psychology" bores or annoys you then the book will annoy and bore you; for the new psychology is Mr. Neill's pet obsession. Thus:

"Yet another example was the case of the unknown man who, last summer, mutilated the cushions of London 'buses. I recall reading that the only 'buses damaged were those going west. Going west, as the army knew, means death; a motor 'bus is a vehicle propelled without horses, i.e., a means of

progression without the animal, or, again, a vehicle propelled by spirit—a heavenly vehicle. I think that the cushion stood for mother's breast, and because the man's sexual love had remained fixated at the infantile stage, he continued to go west in a sexless vehicle; in other words, he unconsciously sought relief from sex in death. Here Frau Doctor reminds me that the 'buses mutilated were the ones that ran from Liverpool Street to Shepherd's Bush. Pool=water=desire; shepherd=saviour=God."

To anyone innocent of Freud and psycho-analysis, this is mere drivel. Moreover, it lends itself to joyous travesty. "Liver: (a) seat of painful aches, symbolising unhappiness; hence, a death symbol. The cushion-stabber was evidently trying to pay out his own troublesome liver. Alternatively, Liver (b), a mythical and mystical bird appearing in the Liverpool coat of arms (as a result of a crude etymological guess) and nowhere else. A bird that never was. A bird of dreams and mysteries and Celtic twilights (Liverpool has been well named the capital of Wales). Hence the bird symbolises the desire of far-off things, e.g., death or the methods of some psycho-analysts."

But the Dominie is thoroughly interesting and suggestive: so, by the way, is the new psychology. And his notes on the national-internationalism of his international-national school are worthy of the attention of our (a) jingoes and (b) pacifists.

R. J.

INDIVIDUAL OCCUPATIONS IN THE THREE R's: by Wotrinn A. Bone. (Pitman and Sons, Ltd.)

Infant teachers who have already some practical experience of individual work will find this book extremely helpful. While no system of grading is worked out, there are many suggestions which an enthusiastic teacher will be able to develop to suit the needs of her particular school. The illustrations are exceptionally clear and artistic, though as Miss Bone herself says, it is unfortunate that the element of colour could not be introduced because of the additional cost to the printing. The bibliography for infants' schools will be of great value to teachers in isolated rural schools. From the point of view of the Local

(Continued on page 36.)

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O. E.

STORIES OF THE VICTORIAN WRITERS: by Mrs. Hugh Walker. (Cambridge University Press. 3s. 6d.)

Mrs. Walker has had the happy idea of giving an account of some of the great Victorians from a standpoint that will arouse the interest of the young. Having at her disposal all the material in her husband's standard work on The Literature of the Victorian Era, she has no difficulty in getting just the sort of subject matter necessary for her purpose. Of this she makes excellent use. All the reliable stories of the youth of the great Victorians are presented against an entirely suitable background, so that instruction is communicated in the most palatable way. The persons selected for treatment are Carlyle, Macaulay, Ruskin, Tennyson, Browning, Mrs. Browning, Thackeray, Dickens, the Brontës, George Eliot, Mrs. Gaskell. It is worth noting that while the text is written directly at the address of the young people there is no writing down, and grown-ups themselves can read these stories with pleasure and not without profit. We can strongly recommend the book for use in schools.

English.

MICHAEL FIELD: by Mary Sturgeon. (Harrap. 6s.)

The remarkable plays and poems of "Michael Field" are too little known to the general public. This book should stimulate interest in their work, which is worth studying for many reasons. They (the aunt and niece who collaborated under that name) wrote with real psychological insight of persons in history, many of whom are usually dismissed by students at once as being dull, or just wicked, and with an unquestionable touch of genius they made them live and move and have their being.

Passion and power are present in their plays, notably in "Queen Mariamne" and "Julia Domna," to an extent which amazes us when we reflect that they were written by two quiet maiden ladies; in Victorian times, too, for the most part.

The work of "Michael Field" is also interesting because of the extraordinary intimacy of collaboration which it exhibits. Katharine Bradley, the aunt, and Edith Cooper, the niece, did not know which of them had written any particular passage without hunting up the MS. of it. This is probably unique, and so is the length and fidelity of their "fellowship." Katharine Bradley loved her niece (only sixteen years her junior) from birth, studied with her, swore eternal fellowship with her, and, when Edith was dying, sedulously concealed her own agonising pain, lest the knowledge of it should augment her "dear fellow's" sufferings.

In spite, however, of all this interesting matter, there is something that repels us in "Michael Field." There is a degree of self-consciousness about these ladies—a certain appreciation of themselves and each other, and an aloofness from common life—that is definitely antagonising to most people. One is left with the impression that perhaps the world thinks too little of "Michael Field," because "Michael Field" thought a little too much of her dual self.

From the point of view of the educationist and psychologist, "Michael Field" possesses a further interest. Neither of them ever went to school, yet (like their affectionate and admiring friend, Browning) they became exceptionally highly educated and cultured personages, ardent scholars, and artists in living.

C. H. B.

STUDIES IN LITERATURE (Second Series): Sir Arthur Quiller-Couch. (Camb. Univ. Press. 1922. 14s. net.)

In "familiar discourse," with no suggestion of academic authority, the Professor of English Literature delights his readers as erstwhile his hearers with the humour and wisdom of the *faan* of the world. He treats of Chaucer and Shakespeare, of Milton, and, with a leap of three centuries, of the "Victorian Age," of which he puts up a spirited defence.

Characteristically the Professor warns "the cleverer" of his hearers "against thinking in periods, to despise this, that, or the other. Yes, and even more especially against sneering at the Victorian Age; and this, not only because to sneer at our fathers is ungracious if not ungrateful, and no good ever came of bad manners. Every free man ought to test his parents' opinions; . . . but he should do so, I think, with tenderness, and a little compunction will do him no harm."

A salutary hint; followed up by some pungent criticism of "a briskly written book; artfully conceived and executed in

the spirit of detraction; nicely adjusted to the hour; and cleverest of all in that it probes Victoria's weakest, most feminine point—her adoration of her husband." Need we name the author? It is three years since the first series of the "Studies" appeared; it may be permitted to hope that at a shorter interval a third series will be granted in which to castigate perchance some fresh interlude of transitory detraction.

S. T. H. P.

ENGLISH CRITICAL ESSAYS OF THE 19TH CENTURY. Selected and Edited with Notes by Edmund D. Jones. (Oxford Univ. Press. 1922. 6in. by 4in. 666 pp. India paper. 4s. net.)

In compact form the compiler offers eighteen representative essays from 1800 to 1875, illustrating literary criticism in relation mainly to general principles and the theory of poetry, and comprising examples of the best prose writers of that period.

NATURALISM IN ENGLISH POETRY: Stopford A. Brooke. The King's Treasuries of Literature Series. (J. M. Dent and Sons, Ltd.)

These charming essays, printed from MS. of lectures delivered in 1902 at University College, London, describe the change in spirit, metre, and melody in English poetry between Dryden and Pope and the "lyrical ballads" of Wordsworth and Coleridge. They close with Shelley and Byron.

History.

THE ENCHANTED PAST: True Stories of the Lands where Civilisation began. By Jeanette R. Hodgson. (Ginn and Co. 230 pp. 4s. net.)

This is not really a book of "stories," but rather of descriptions. It deals with the ancient Hindus, Egyptians, Chinese, Babylonians, Persians, Hebrews, Greeks, Romans. The method is to give in each case an account of the people and their lives, supplementing this with quotations from the national literatures. This last is the distinctive feature of the book, and a good deal of space is allotted to it. The book is well printed, well illustrated, and the language is not too difficult for children. (The Aryan theory, be it myth or not, might have been omitted). But matter and method are rather too downright for the title.

R. J.

HISTORICAL ATLAS: by W. R. Shepherd, Professor of History in Columbia University, New York. Second revised edition. (University of London Press. 17s. 6d.)

The 290 coloured maps of this volume, and its 94 pages of index, make it rather a cheap book, as books are now priced. Many of the maps are beyond the usual (and very useful) types—Europe about 1190, Europe in 1360, the Macedonian Empire, the Unification of Germany, and so forth. But we have also a map of the Great Schism, an Ecclesiastical Map of Mediæval Europe, the Ground Plan of a Monastery, a Slave Map of the United States, and maps of mediæval universities and rural deaneries.

All this is to the good; but there are two defects. In the first place, too much has been crowded into many of the maps (an old fault this), and the colour schemes have in some cases increased the difficulty of deciphering. The other defect has not the excuse of custom. It is that the date 1922 printed on the title-page does not fairly bear out its promise. The Colonies and Trade Routes Map gives the divisions of 1913, in Europe, in Africa, indeed, throughout. The map of "Europe at the Present Time" is a coloured pre-war map of Europe, with red lines superimposed to show (none too clearly) the post-war changes. And these red lines offer the only hint that things have happened since 1914. An historical atlas of 1922 should show less indifference to history.

R. J.

THE CAUSES OF THE WAR OF INDEPENDENCE: by Claude H. van Tyne, Professor of History in the University of Michigan. pp. 499. Index. (Constable. 21s. net.)

This work is one of the signs of a new era. The old era was marked (among other things) by the amazement of American teachers visiting English schools and finding the "American" case for the War of Independence put by English teachers. Some of the visitors had a little difficulty in repressing a suspicion that the effect was a stage-managed one. For their own school-books were quite frankly anti-British, and not guiltless of *suppressio veri*.

This, however, is not a school history. The present volume is the first of a series of three, and it covers the ground up to "The First Bloodshed." As such a work should do, it embodies the results of recent enquiries, and its general note and finding is indicated by the title of the last chapter: "The Freest of

(Continued on page 38.)

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Peoples were the First to Rebel." We are now arrived at a time when detached and impartial accounts of the relations between Britain and her revolting colonies are possible in all senses. Ample materials have been collected, the bias of patriotism has been diluted by the stream of years and the milk of intercourse; and some impartial histories—such as Trevelyan's, for example—have already been issued. The "liberal thought" of this country has indeed found expression in this matter from the time of Fox; but, in the nature of the case, it has been more difficult for American writers (apart from those of the front rank) to keep the anger of revolt from colouring their renderings of history.

Professor van Tyne's first and fundamental thesis is that the seeds of revolt were carried across the Atlantic by the first English settlers; and we think the judgment is sound. That, however, does not imply (as is often thought) that the revolt of 1775 was "inevitable," or indeed that any revolt was inevitable. There were other factors in the business, and chief among them was the attitude of the home government. That might quite conceivably have developed *pari passu* with the growing colonies; developed, that is, towards the idea of democracy and away from the idea of autocracy. The history of the British Empire since the loss of its greatest (?) member gives illustrations enough of such a possibility. The Durham Report was written in the light of what had happened south of the St. Lawrence, as well as of what was happening on its banks.

This is a book to be welcomed; and all the more because it is well printed upon good paper. R. J.

THE LAWS OF THE EARLIEST ENGLISH KINGS: edited and translated by F. L. Attenborough, M.A. pp. 256. A full index. (Cambridge University Press. 15s.)

This is a scholarly piece of work, of interest to students of history and of language. For the text of the laws, and the translation into modern English, appear facing each other. There are given the Kentish Laws, those of Ine and Alfred, the Danish Treaties, the Laws of Edward the Elder and of Athelstan. There are sufficient notes, introductions, and appendices; but the text is presented as the main thing, and the work is not overlaid with comment.

Such a work brings its atmosphere. At the very outset we read that "[theft of] God's property and the Church's shall be compensated twelvefold; a bishop's property elevenfold; a priest's property ninefold," and so down to a clerk's—threefold.

The interest so roused is not lost; and it is never stronger than at the last pages of the text, which gives minute direction for the "ordeal" by hot iron or by water. R. J.

BRITISH HISTORY IN THE NINETEENTH CENTURY (1782-1901): by George Macaulay Trevelyan. pp. xvi+445. (Longmans. 12s. 6d.)

We have a right to expect a good history from the chronicler of Garibaldi—and from a Macaulay. And Mr. Trevelyan has given us, as he could hardly help doing, a fine and readable book. He has chosen his period with an eye to historical unity—the period of British history that opens when Yorktown and the personal rule of George III. fell, and that closes with the reign of Queen Victoria. It is a period that suits Mr. Trevelyan well. He has always been a Victorian of the best, and his studies of other periods, however good, have not that close sense of easy intimacy that marks his handling of late Hanoverian times. His treatment is that of a sympathetic member of a statesman-politician family, whose first glance naturally falls on the political aspects of life; who is therefore always conscious of foreign relationships and reactions; but whose glance can never rest there. It moves always, and readily, to the general social life of the nation; and finally, it is turned to the consideration of cultural life, to science, art, and literature.

This is in the main the method, and, though it is open to us all to have a preference for other methods, this is none the less a good one. It gives us something like a complete picture. England on the eve of the Industrial Revolution, Pitt and Fox, "Jacobinism," the French Revolution and the War, Ireland before the Union, Napoleon, Enclosures, the new machines, Macadam, Brougham, Bentham, Cobbett, Castlereagh, Peterborough. . . . These are words and names that in any history of the period would appear, and probably in that order, as they do here. But they have something more of reality than in most histories of this size, because, for one sufficient reason among others, Mr. Trevelyan has not read up his subject: he has lived in it.

The pictures of the lives of groups are attractive, and quite in the Macaulay tradition. "The English aristocracy were then (18th century) the art patrons of the world. . . ." In the "French and Italian Courts. . . they formed artistic and antiquarian connections that lasted them a lifetime." And later, in another picture, when the Enclosures, the new factories, and the Speenhamland attempt were in action: "the labourers had nothing for which to save; they had no prospects; whatever they did, they were paupers for life. . . . When hope and self-respect had fled, crime made his seat on the hearth."

Towards the close he speaks of "a profound transmutation," of "a world expressing itself more through science and journalism, and less through religion, poetry, and literature." On such a note, a note of questioning, he ends. One almost hears a little sigh, for Mr. Trevelyan is a true Victorian in this, that he looks forward into the future with some difficulty and hesitation. The spirit that made Mr. Wells give a whole speculative chapter to the future in a history of the world is far from the Victorian manner. But the Victorian is a fine and dignified manner, and it justifies itself well in bringing us such volumes as this.

There is a bibliography, happily rather short, for an over-full list of references is useless to most of us; and an index, happily rather long, for an index can scarcely be over full. R. J.

BOYS OF THE AGES. By Laura W. L. Scales. (Ginn and Co. pp. 210. 3s. 3d. net.)

This is a chronological series of nine stories, giving pictures of life in Egypt, Greece, and so through Arab and mediæval civilisations to the Boston Tea Party. There are good illustrations, and the text is readable, the matter interesting. A boy reading these stories of other boys of distant times and places would get a good idea of historical environment. The pictures give mainly, though not exclusively, the brighter side of human life, but that is not utterly to be deplored. Moreover, the general treatment is sympathetic, with an underlying suggestion of the essential unity of human lives in all the ages and climes. R. J.

Science.

A SECOND COURSE OF ENGINEERING SCIENCE: by P. J. Hale and A. H. Stuart. (University Tutorial Press. 5s.)

This is a useful book intended for senior engineering students, and follows the main recommendations of the Board of Education Memorandum on the Teaching of Engineering in Evening Schools. The book deals mainly with the mechanical side of the subject, though useful chapters are included on the Steam Engine, the Internal Combustion Engine, the Aeroplane, and new form of energy transmission to which the term "sonics" has been applied. The book is clearly written, the exercises are good, and the experiments such as can be carried out with a minimum of expense.

HEAT: by W. J. R. Calvert. (Edward Arnold. 6s. net.)

This is a useful book divided into two parts. The first part discusses the subject generally up to the standard of the School Certificate, while the second part is intended more for the specialist and reaches the University Scholarship standard. The book indicates that the author has not merely a knowledge of his subject, but also the type of mind for which he writes. Thus he insists throughout on the need for accuracy in experiment and the necessity for a full sense of proportion in the interpretation of physical "laws." The book contains numerous references to original papers, and generally conveys a clear idea of the historical perspective of the topics discussed. While the book is more academic than popular, and to this extent many interesting industrial applications are omitted, the treatment throughout is sound, though possibly the inclusion of typical exercises and questions would increase its value for the independent student.

SOUND: An Elementary Text-book for Schools and Colleges: by J. W. Capstick. (Cambridge University Press. 7s. 6d.)

This is a new edition of Mr. Capstick's excellent text-book first published in 1913. All writers of elementary text-books on Sound have the same difficulties. They have to write for the pure physicist, and in consequence they cannot avoid the mathematical aspect of the subject, while they also have to consider the needs of the more popular, or the musical, reader. Mr. Capstick's books achieve a good measure of success. Writing in the main for the scientist the author gives an excellent account of wave motion and its acoustical results, while in the latter part

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of the book he deals more particularly with musical scales and instruments. The account of that universal instrument, the gramophone, is somewhat obsolete and meagre. We have surely progressed beyond the original Edison "cylinder" machine. But generally the account of musical instruments is good and comprehensive. A particularly valuable feature of the new edition is a really fascinating chapter on the application of Acoustical Principles to Military Purposes. Here the secrets of geophones, hydrophones, and sound ranging are to some degree made clear. A useful set of questions (with answers) is appended which should be valuable for those using the book for examination purposes.

CHEMISTRY AND ITS USES : by W. McPherson and W. E. Henderson. (Ginn and Co. 7s. 6d. net.)

This is a particularly attractive book, well printed and splendidly illustrated. The approach is popular rather than academic, and the result is a book entirely satisfactory to the general reader and perhaps to the average pupil, though it may not satisfy the demands of a more academic type of student. The book is up-to-date throughout and deals always with each topic both historically and industrially. The numerous illustrations, portraits, pictures, photographs, and diagrams cannot fail to hold the interest of the ordinary secondary scholar, and the general treatment of the subject—inorganic and organic—is of sufficient breadth to suit both the non-specialist and the specialist. We would wish that some such treatment could be adopted in all our schools, where too often the subject is treated entirely from the point of view of the ultimate requirements of an University specialist. A useful bibliography is appended, though the books indicated are mostly of American production.

CLASSICS OF SCIENTIFIC METHOD : THE DISCOVERY OF THE CIRCULATION OF THE BLOOD : by Chas. Singer. (S. Bell and Son. 1s. 6d. net.)

This new series of really excellent little books deserves instant success. The series is under the general editorship of Mr. E. R. Thomas of the Royal Grammar School, Newcastle, and further volumes are promised immediately on "The Discovery of the Nature of the Air" and on "The Impossibility of Perpetual Motion." The conception of the series is sound educationally, and such books should do much to restore the historical and human aspect of science and its evolution. They may indeed be hailed as the forerunners of a new literature of scientific appreciation. We cordially recommend this first book, which is authentic, well written, and well produced, and we shall look with interest for the appearance of the other books promised. They should be welcome both in schools and among general readers.

SCIENCE IN EVERYDAY LIFE : SOME OF NATURE'S GIANT FORCES : by A. T. McDougall. (Sir Isaac Pitman. 2s. 6d.)

This is another volume of a good series designed as a set of Science Readers for Schools. The "Science" is frankly informative rather than logical and academic. Some of the illustrations and diagrams are purposely rather crude in order that a display of perfection should not discourage the embryo scientist. The subjects treated in the book are of the order known generally as properties of matter, and to this extent the title of "Nature's Giant Forces" is somewhat misleading. In particular it is difficult to know why a chapter on "Some hard and some soft substances" is included among chapters on Inertia, Gravity, Friction, Adhesion, etc. The information given generally contains little that is new, though the compiler writes with a certain easy confidence. Occasional reference to other books is made, but we think where this is done, as on page 123, the name of the writer, as well as of the book, should be supplied.

Classics.

A CHILD'S GARDEN OF VERSES : by Robert Louis Stevenson : done into Latin by T. R. Glover. (Heffer. 7s. 6d.)

Mr. Glover's little book is pure pleasure, from beginning to end. He has himself enjoyed his task (though *task* is the wrong word) and the continued chuckle of the *Introduction* will infect the reader and be repeated by him every now and then, as he turns the leaves over. But there is more in the book than learned fun. There is admirable scholarship, and though Mr. Glover feelingly reminds us that scholarship is not as widespread as it once was in our favoured country, he will be comforted in the assurance that many scholars will enjoy his renderings. Here, too, is an admirable gift for a sixth form boy who is beginning to enjoy his

Latin verses. It should accompany the Fifth Book of Horace's Odes, which Mr. Charles Graves and Mr. Kipling discovered and concealed in English verse until Oxford and Cambridge reconstituted the originals. The reviewer would like to put in a word for the unjustly accused Board of Education and to encourage that body in its manful endeavour to keep Latin alive in the schools. If Mr. Glover only knew, he would indite an ode to it : *ἰδὼς λέγω*. One should add that the book is beautifully printed, *pumice expolitus*, and is delightful to handle. Go, little book !

P. A. B.

PETRONIUS, LEADER OF FASHION : translated by J. M. Mitchell. (Routledge. 8s. 6d. net.)

Of all periods of ancient history the one that throws most light on our own time is the period of the Early Roman Empire. It made an attempt at a League of Nations ; an attempt that failed because a large part of the world never came in. It made an attempt at State Socialism ; an attempt which failed for reasons which it would be very expedient for our future legislators to study. Unfortunately, though the foundations have been laid in the great Berlin Corpus of Roman Inscriptions, no really adequate history of the first two centuries of our era has as yet been written. When it is, the historian will find the best record of social life in the Corpus, the best reflection of that social life, as seen through a temperament in the pages of Petronius.

The "Satyricon," however, is not only a most valuable document for the historian : it is an exemplar almost unique in literature. Just as poetry comes to birth full grown with Homer, so Petronius gives us the first and in some ways still the most perfect specimen of realistic fiction, a "slice of life," with all the coarseness, the triviality, and the disconnectedness which are the characteristics of life itself. To Petronius both the French and English novel is deeply indebted, and men so typical of the two nations as Thomas Love Peacock and Joris Karl Huysmans have found in him their favourite author.

For these reasons then, any adequate translation of Petronius is to be welcomed ; and Mr. Mitchell's is more than adequate ; it is very good indeed, and has several advantages over the version in the Loeb Library which, though accurate and scholarly, is distinctly inferior to this in colour and emphasis. The Latin slang and colloquial expressions are admirably reproduced, and in many cases—the scene describing the arrest of the runaway Giton, for example—a judicious spacing of type provides a far more definite impression of reality than we get from the somewhat crowded setting of the Loeb page. Mr. Mitchell again does make a bold and on the whole successful effort to represent the elaborate parodies of style that are scattered throughout the book ; and most important of all he translates the prose into prose and the verse into verse, while Mr. Heseltine keeps to one medium throughout.

Mr. Mitchell and his publishers may be congratulated on producing the best available English translation of one of the most instructive of ancient authors.

F. A. W.

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(Continued on page 42.)

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F. J. G.

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F. J. G.

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(Continued on page 44.)

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SOME PHYSICO-CHEMICAL THEMES: by A. W. Stewart, D.Sc. (Longmans, Green and Co. pp. xii+419. 21s. net.)

The student of physical chemistry, after he has mastered one of the text books on the subject, is apt to feel at a loss if he desires to make further progress. Monographs on various isolated sections of the science exist, but they are by no means cheap at the present time, and to read them requires more leisure than most hard-pressed students have at their disposal. It is to meet this difficulty that Prof. Stewart has written the present book. The object kept in view has been to provide the reader with brief accounts of a fair number of subjects, some of which have not hitherto been dealt with in books, and to lay a foundation sufficient for the student to build up a knowledge of the more recent researches by means of his own reading. There are twenty chapters which deal with a wide range of subjects too numerous to mention. The reader's interest is well maintained throughout the volume, since Prof. Stewart is an adept at presenting what may, in other hands, prove to be a very dry subject in an interesting manner.

In the author's own words: "An attempt has been made to avoid a prejudice which makes many books on physical chemistry rather one-sided. Physico-chemical methods are applicable to both organic and inorganic substances; but in some quarters there is an illogical tendency to restrict physical chemistry to a consideration of inorganic compounds. . . . It cannot be too strongly emphasized that a properly trained physical chemist must be conversant with organic as well as inorganic chemistry. He need not be a specialist in the organic branch, but he should at least have sufficient acquaintance with the subject to appreciate the peculiar differences between organic and inorganic reagents."

The reviewer has only praise for the admirable way in which the author has accomplished the task he set before him, and many students of physical chemistry will have cause to thank him for lightening their difficulties and making their path a pleasant one to tread. There are, however, one or two points to which attention may be called. Whenever Prof. Stewart has to mention the name of Ostwald there is very often an implied sneer, especially at Ostwald's knowledge of organic chemistry. Those who have had the privilege of working under Ostwald know that his knowledge of organic chemistry was not of the low order assumed by Prof. Stewart. When Ostwald put forward his theory of indicators it was the first attempt to give a rational account, based on the knowledge then extant, of the action of those substances. The work of Hantzsch on pseudo-acids, and of other organic chemists on colour changes, came later, and it was only then that the theory could be made satisfactory. It is true that Ostwald clung to his theory some time after it had been shown to be insufficient, but Prof. Stewart's knowledge of the history of science surely teaches him that authors of theories are apt to cling to them longer than the facts justify. Prof. Stewart, in writing of the periodic classification of the elements, states: "It is only by examining the history of the subject and noting the difficulties with which the early investigators had to contend that we are able to appreciate the work at its true value and to understand how it was that the periodic classification did not come into being at a single stroke, but was built up gradually by the labours of different men."

The same could be said of the theory of indicators, and thus due value be given to the work of Ostwald.

Similar remarks could be made with respect to the criticisms of Werner's theory. Prof. Stewart does not give any alternative theory by which the remarkable results obtained by Werner could be explained, except to mention Friend's theory to account for the existence of stereo-isomers; it would be only fair to mention the many objections which can be raised against Friend's theory, when Werner's theory is so hardly criticised. Also, Prof. Stewart is very sarcastic at the way in which Werner has modified his theory from time to time. Why should not the author of a theory be allowed to modify it? Modifications due to an increase in knowledge are only reasonable.

There are very few misprints, but four have been noticed on pp. 216, 219, 226, and 299. T. S. P.

Civics.

SOCIAL ADMINISTRATION, INCLUDING THE POOR LAWS: by John J. Clark, M.A., F.S.S. pp. 364. Full index. (Pitmans, 7s. 6d. net.)

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With such subject matter there results a great deal of writing that is reminiscent of blue books—almost inevitably so. But the work is readable enough, for all that, although of course its readability varies. Thus, on the present state of Unemployment: "For many reasons, the organisation on a national basis of works of construction would have been much more desirable" [than "the system of out-of-work donations"] . . . "It is an extraordinary characteristic of the British nation that while she has lavished millions of money on irrigation schemes in India, and given the best engineering skill to such undertakings as the Assuan Dam in Egypt, her domestic requirements are allowed to languish because of the natural conservatism of the race." (This, by the way, is too general and too incomplete an explanation.) . . . Year after year the Severn overflows its banks, to the discomfort, illness, and premature death of the inhabitants of even county towns. . . . Yet a national scheme for impounding this surplus water during the winter months would do much to improve the amenities of life."

To this Mr. Clark adds a similar comment on afforestation. But, as recent events have shown, a section of our press has but to say "grandiose schemes" loudly enough to make a Government abandon the future for the sake of its own immediate present. It is some such reflection that makes Mr. Clark conclude by quoting Montagu Butler's verses: "Build for the future." But economics is not politics. R. J.

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NOTICE TO READERS.

Next month's number of *The Educational Times* will contain a General Knowledge Examination Paper of even greater interest than the one printed last year.

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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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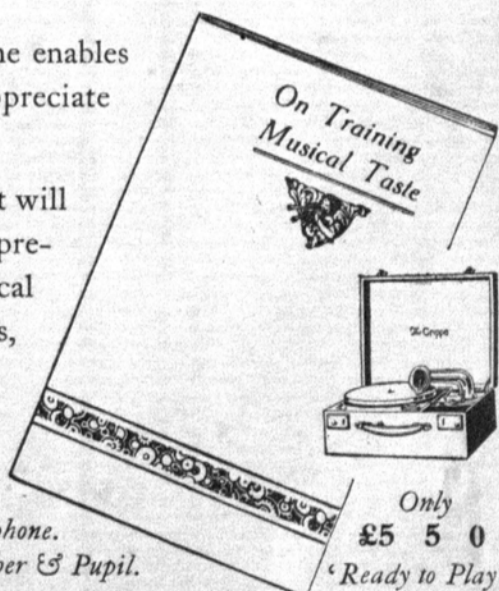
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FEBRUARY, 1923.

NOTES AND COMMENTS.

Divided Counsels.

Representatives of the National Union of Teachers have given evidence before Lord Emmott's Committee in favour of a non-contributory scheme of superannuation. It is understood that other associations will declare for a contributory scheme. Under these circumstances the Committee will feel free to make its own decision, and there can be no doubt that non-contributory pensions have had their day. It is perhaps to be regretted, all things considered, that they were ever started. Somewhere there is a quaint epitaph on the tomb of an infant, which reads: "Since I have been so quickly done for, I wonder what I was begun for." The inscription will serve for the Teachers' (Superannuation) Act of 1918, with all the vast turmoil which has attended its brief career. As to "what it was begun for" the answer is hard to find. No body of teachers had placed free pensions in the forefront of their policy, and few, if any, individuals expected to see them established. The story goes that the Act as passed was due to the hasty impulse of a Treasury official who despaired of being able to devise a workable contributory scheme.

Some Constant Factors.

Where a Treasury official failed it is possible that Lord Emmott's Committee may succeed, provided that certain facts are kept in mind. The first is that all pensions are deferred pay, so that from the employers' point of view there is no financial difference in the long run between a contributory and a non-contributory scheme. The second is that pensions are an administrative device to help education by aiding in the supply of teachers. The third is that any administrative device of this kind must be so planned and carried out as to foster the best kind of professional spirit and vigour among teachers. To this end it should be applicable to all qualified teachers, whether they work in state schools or in independent schools. It should permit of easy transfer from one type of institution to another and should be simple in its working, with no uncertainty as to the result, provided that the conditions are fulfilled. These requirements can be met without great difficulty if goodwill and breadth of view are brought into play. They cannot be met if teachers themselves prefer to stand fast on their own sectional policy, or if the Government seeks only to save money and is content to have a makeshift scheme.

Diversions.

It should never be forgotten that the sole reasons for the existence of thirteen hundred officials at the Board of Education, with a consequent outlay on central administration of about one million pounds a year, is to be sought in the classrooms of our schools. It is in the classroom that education goes forward, if it goes forward at all, and its advance is gravely impeded if the teachers are diverted from their proper tasks by discussions or wrangling on matters of salary and pensions. A wise and far-seeing administration would spare no effort to maintain a contented spirit among the teachers of the country. Yet for the past ten years or more there have been recurrent disputes, meetings of protest, endless speeches and a general feeling of unrest. It is idle to blame the teachers for this. Their reasonable demands were ignored, and when at length the Burnham Scales were introduced they were speedily turned into a mockery by the intransigence of some Local Authorities and by the alleged imperative need for national economy on education. It was the duty of the administration to have foreseen these things and to have arranged its plans with some regard to the facts of English life.

Five Per Cent.

The National Union of Teachers has agreed to accept a reduction of five per cent. in the national scales of salary. This follows the five per cent. already deducted for superannuation, making nearly ten per cent. in all. Further reductions are demanded by some Local Authorities, especially in rural areas, and it is difficult to see how they can be resisted. The strength of the Union is great, but its funds are not inexhaustible, especially when "strike pay" is provided to the extent of the full salary of the strikers. The dispute at Gateshead, now happily ended in favour of the teachers, is said to have cost the Union some £30,000. On this basis any extreme course in London is likely to be suicidal. The acceptance of the reduction by elementary school teachers has made it impossible for those in secondary and technical schools to refuse their consent, and it is not certain that this will be the end of the matter. Valiant efforts are being made to preserve the Burnham Committees but the pessimists are shaking their heads. The times are not yet opportune for that complete revision of the scheme of payment which must come in due course.

A Noteworthy Report.

On another page will be found a brief outline of the Report of the Consultative Committee of the Board of Education. It gives the conclusions arrived at after a long enquiry into the question of differentiation in the curriculum for boys and girls respectively in Secondary Schools. The Report is an excellent piece of work and it should be read by all teachers. The main conclusion is that girls need no special curriculum, although they need special consideration in their actual studies. Good reasons are given for allowing them to proceed more slowly than boys and for avoiding any attempt to "keep them out of mischief" by giving them large doses of preparation or constant supervision. Girls often suffer from being too tractable, while their women teachers often do harm to themselves and their pupils by being too conscientious and fussy. Teachers are grievously mistaken when they imagine that their duty is to make their pupils into something like themselves. A wiser plan is that of enabling boys and girls to develop their own powers to the utmost, and in this connection it is gratifying to find the Committee recommending that music and drawing should be recognised as examination subjects, counting for credit.

Conferences.

The first week of January was enlivened or otherwise—according to the point of view—by the usual conferences of educational associations. At University College, London, the attendance seemed to be smaller than that of last year. It may soon be necessary for the Committee to erect a barrier against bodies whose aims are only remotely educational, however much they are in need of publicity. At the Guildhall the Association of Headmasters heard an excellent presidential address from Mr. R. F. Cholmeley, and relieved their feelings by denouncing bureaucracy in education. At the London Training College the Assistant Masters passed a number of resolutions of excellent import, many of them also directed towards the proper admonition of bureaucrats. Sir Michael Sadler devoted an entire and eloquent address before the College of Preceptors to the subject of bureaucracy in administration, and the topic cropped up in various forms in many speeches and lectures during the week. There is evidently a widespread feeling that education is being regimented overmuch, and the Board will do well to preserve whatever they have in the way of Consultative and Advisory Committees if only to serve as cover against the attacks of their critics. A better reason would be that of using them as colleagues in the work of education.

Dr. G. Armitage Smith.

It is with the deepest regret that we record the death of Dr. G. Armitage Smith, Honorary Treasurer of the College of Preceptors and formerly Principal of Birkbeck College. He died at his home in London on Wednesday, January 10th, in his eightieth year. From 1896 to 1918 he was Principal of Birkbeck College, and was for four years during that period Dean of the Faculty of Economics in the University of London. His writings on economic subjects were numerous, perhaps the best known being the "History of the Free Trade Movement" and "The Principles and Methods of Taxation." He was a member of the College of Preceptors for thirty-five years, a resolute defender of its principles, and one who served it loyally as a member of the Council and as Honorary Treasurer. His unfailing kindness and transparent sincerity of goodwill won for him the affectionate esteem of his colleagues and ensured for him a lasting place in their memory. Age had not been permitted to sour his temper or to make him falter in his application of the precept that "the best way to have a friend is to be one."

ASPHODEL.

*In heaven's height when sinks the Bear
We two will pass the manor wall,
And in the tresses of your hair
I bid you then that flower to wear
Which asphodel men call.*

*In heaven's height when sinks the Bear
Your eyes on mine shall gaze and dwell,
And you will see the colour there
Of the flower called asphodel.*

*Your eyes into my eyes shall look
Until you tremble 'neath their spell,
As once the stone of legend shook
And trembled when for charm they took
The flower called asphodel.*

MOREAS. *Le pèlerin passionné.*

THE PSYCHOLOGY OF EDUCATION.

AN INTRODUCTION TO THE PSYCHOLOGY OF EDUCATION: by James Drever, M.A., B.Sc., D.Phil.
(The Modern Educator's Library. Edward Arnold and Co., London, 1922. 6s. net.)

THE teacher in training of a score of years ago was compelled to divide the periods devoted to the theoretical aspect of his work between books that fell into three fairly sharp categories. These were text-books of psychology for teachers, distinguished from other text-books of psychology by their incredible dulness and misleading obviousness; written by specialists who regarded teachers as people who should be told nothing except what was essential to their immediate needs. Then there were books dealing with "School Method," written by people who, having marked registers and taught arithmetic or spelling for many years, were called upon by publishers to tell other people how to do these things. And there were other books, written by people with little knowledge and much benevolence, who unctuously told teachers all about their "first" duties to the children—which usually stood in close relation to a vested interest of some kind dear to the writer—and spoke of the labours of teachers with the moderate and patronising approval generally extended to the virtues of a very poor relation.

These books may still be discovered by the curious, on barrows in the Farringdon Street market, or beneath the dust of the upper shelves of the libraries of old-established educational societies. Nobody but the historian of education is likely to discover any use for them.

It is necessary only to glance at Dr. Nunn's "Education: Its Data and First Principles" and Dr. Drever's "Introduction to the Psychology of Education" to realise the change that has come over the attitude of the teaching profession towards its problems and the nature of the tasks it sets out to perform. Earlier generations of teachers accepted standards of attainment that were imposed upon them from without, and consequently saw as their goal the development of a perfect technique, by means of which the majority of pupils entrusted to them might, within a given time, be brought to a certain standard of knowledge, whether this was a "standard" set by the Board of Education for primary school pupils of certain age, or a university standard defined by examinations. The "good teacher" was the man who could control a class, and who, by means of teaching devices, certain modes of government, and regulation of tasks, could bring the greater part of his class up to the prescribed standard within the prescribed limits of time.

The pre-occupation with craftsmanship was not all bad. If it be regarded as a stage in the development of educational practice, it is at once seen as good and necessary. It is bad only when the teacher looks upon himself as a craftsman and nothing more, and upon his class as material upon which to demonstrate his craftsmanship. This is the pitfall which many skilled teachers did not wholly escape. The fetish of "good teaching" has been responsible for a great deal of irrelevant criticism of Montessori's work and of the "Dalton Plan."

The teacher of to-day, however, lives at a time when the technique of class-room practice has been so perfected that he is able to take them as it were for granted, and

to occupy himself with the problems that arise so soon as he attempts to arrive at clear ideas regarding the nature and process of education itself. And he discovers, as new views force themselves upon him, that at all points he is called upon to adapt his craftsmanship, to employ familiar devices in new ways and for new ends. More and more does modern teaching call for the craftsman who is the master of his craft, who handles his tools easily and with assurance, whilst less and less does it demand the mere journeyman.

The development of educational theory is related inevitably to the development of knowledge as a whole. And in every branch of knowledge extensions of the knowledge itself have made possible increasingly vigorous examinations of the fundamental assumptions upon which the science has been built. What has occurred in other departments of knowledge has occurred also in educational theory. Dr. Nunn's book, already referred to, is an examination of the fundamentals of education.

Education as a science is derivative. It depends immediately upon conclusions whose establishment is the province of psychology, of biology, of sociology, and of ethics. More remotely, it depends upon the conclusions of still other sciences. And it is necessary on this account for one who wishes to understand the fundamentals of education to acquaint himself with these other sciences, at least in so far as they serve to establish the conclusions upon which he proposes to erect the superstructure of educational theory.

Dr. Drever's book sets out to acquaint the educator with the way in which psychology has established the conclusions which are fundamental in educational theory. The author regards the science of psychology as being of the same fundamental importance in all arts and sciences involving the "human factor" as is the science of physics in all arts and sciences involving the physical process. It is inevitable that to one starting from this point, the essentially psychological problems of education shall present themselves in two groups, viz., those concerned with the personality of the pupil and those concerned with the personality of the school group unit, the class.

Dr. Drever complains that, owing to limits of space, he has been compelled on occasion to be dogmatic. But dogmatism in this book is a minimum. The author has presented the view of representative members of different schools of thought, and where these are irreconcilable, has examined these views lucidly and arrived at the conclusion he favours. An excellent example of his method is his examination of the question of the essential nature of suggestion, where he decides for McDougall as against Baudouin. The reader may not agree with the conclusion, but will be compelled to admit that no discussion could be more free from dogmatism. Continual references in the text and adequate bibliographies at the ends of chapters acquit Dr. Drever of any tendency to force his own conclusions upon his readers.

In the main, McDougall's account of the principal instincts and tendencies has been followed; though with reservations. Dr. Drever, for example, does not regard the primary feelings specific to the principal instincts as emotions, but as essential factors in emotion—a distinction which certainly appears to remove difficulties in McDougall's view. The classification, and even the enumeration of the instincts is, however, still in the tentative stage. The author has queried "suggestibility" and "repulsion." It seems to us that he might with equal propriety have queried several others which appear in the list printed on page 57.

It is inevitable that any good modern book dealing with the psychology of education should devote a considerable space to the psychology of the unconscious and in particular to the work of Freud. The author differs very considerably from some views that have been expressed, and rightly rebukes a psychology that reads like a mythology. (It should, of course, be borne in mind that every science is, at certain stages, like a mythology.) But the weakness of the book in these sections is due to charges made against "the Freudians." If "the Freudians" are people who have written definitely associating themselves with the work of Freud, their works should have been referred to for evidence of the statements attributed to them. Freud's own conceptions of scientific procedure would prevent him from claiming to have formulated a "complete psychology." If one should compare what is written in the name of Freud with what is written by Freud himself, one might be excused for paraphrasing Pascal—"Tell me, were all these people Freudians?"

It is obvious that the Freudian method of investigating the mind cannot do more than reveal to us certain mechanisms. Dr. Drever says that the one certain fact that the psychologist can contribute to the solution of the problem of personality is that the phenomena of personal behaviour cannot be derived from the functioning of mechanisms. It may be questioned whether this one certain fact is a very great contribution. Dr. Drever believes that the task of the psychologist is "to describe the facts as he finds them," and goes on to say that "these facts include, not merely the functioning of the individual mechanical systems, but the emergence of new functions with the appearance of psychic organisation, the synthesis of personality, and the dynamic of self-hood, leaving the ultimate explanation to the philosopher." Here we cannot find anything from which any psychologist would dissent, whether his personal bias were psycho-analytic or otherwise. The question of the relation of the new functions to the mechanism from whose organisation they seem to emerge has already been dealt with tentatively in Holt's "The Freudian Wish and its Place in Ethics."

It is not easy to understand the welcome given to Rivers' introduction of the word "suppression" to describe the mechanism already termed "repression" in English translations of the work of Freud. The word "suppression" is open to precisely the same objections as is the word "repression." Each word has spatial implications, and each has a usage which is very different from that in which it is technically employed. The difference between the followers of Rivers and Freud respectively would appear to be that the former use two bad words, whereas the latter are content to use one.

Dr. Drever's suggestion that teachers should endeavour to acquaint themselves with the findings of psycho-analysis by verifying them in relation to themselves is undoubtedly sound. But the statement, "he can without trouble analyse some of his own dreams" is likely, without a great deal of qualification, seriously to mislead any reader. It would not be true of an experienced psycho-analyst, and it would certainly be untrue of any beginner. Probably no dream whatsoever could be analysed without trouble—without a great deal of trouble, if it is to be done in a way at all worth while. It is doubtful, too, whether any psycho-analyst—Freud not excepted—is able to analyse a dream of his own so deeply as a colleague of less experience is able to do for him. The presence of "complexes" and "inner resistances" defeats the auto-analyst at every point, and if he is to proceed at all he must have assistance. To anyone who reads Rivers' obviously inadequate attempts at the analysis of the battle dreams of soldiers and relates this to the amnesia which he records in an early chapter of "Instinct and the Unconscious," the fact that Rivers champions so strongly the primacy of fear is undoubtedly suggestive. . . . But this is by the way. The teacher who makes the attempt to analyse his own dreams according to the Freudian methods of procedure will learn a great deal about the mechanisms described by Freud, but he must not expect to learn about himself, except superficially. We believe it was Dr. Ernest Jones who met a lady who had discovered, as a result of carefully analysing her own dreams, that every one of them was altruistic!

But these are, after all, minor points. If there are defects in Dr. Drever's presentation of the psycho-analytic point of view, he has fully atoned for them by the fulness of his references and his bibliographies. He has not hesitated to refer the student to the works of Freud himself, thus setting an example to some other writers on psycho-analysis.

In every way the book is a good one. Though Dr. Drever considers the mechanistic view of psychology inadequate, he has not hesitated to present very fully the case of the extreme behaviourists, and to acknowledge the debt that modern psychology owes them. The books of Thorndike and Watson are recommended to the student for further reading.

The book will meet a real need in training colleges and the education departments of universities. Its brevity makes it stiffish at times, but this is all to the good: after all, the bulk of students in training are graduates, and spoon-feeding is out of place. The book seems likely not merely to meet a need, but to make evident a need, to create an appetite and to indicate the material necessary for its fuller satisfaction.

G. H. G.

MANN AND NORMAN'S ALGEBRA: by H. J. Mann (St. Paul's Preparatory School) and J. S. Norman (The New Beacon, Sevenoaks). pp. 262. 4s. net, or 4s. 6d. with answers. (The Year Book Press, Ltd.)

There are 160 pages of algebra up to quadratic equations and then 40 pages of oral questions in this book.

It does not include logs, but is written to meet the requirements of the majority of examinations in which the syllabus does not go beyond simple quadratic equations—and we all know what that means. It is very full, and experience is written thick on every page. We feel glad that we have passed the stage of the simple quadratic equation.

FOUR MODERN FRENCH POETS.

By F. A. WRIGHT.

II.—ALBERT SAMAIN.—1858-1900.

Albert Samain, in his life and in his verse, is a complete contrast to Jean Moréas; delicate, retiring, feminine, as Moréas is blustering, adventurous, male. One of the original founders of the *Mercure de France*, he collected his early contributions in "*Au Jardin de l'Infante*" (1893), and was greeted by Coppée as "the poet of autumn and twilight, from whose pages breathes the scent of chrysanthemums on St. Martin's Eve."

Then followed an interval of five years—for Samain was one of the most fastidious and careful of workers—while he gradually emancipated himself from the influence of Baudelaire and Verlaine and assimilated even more completely the Greek poetry which had inspired the best pieces in his first volume. "*Aux flancs de vase*" appeared in 1898, and the short list is completed by three small volumes published after his death, "*Le Chariot d'or*," "*Polyphème*," a play in verse, and a collection of short stories.

Unlike most of his contemporaries, Samain was never an innovator, either in form or subject or rhythm. He is a poet of the centre, gathering to himself the profits of more daring adventurers; a keeper rather than a maker; in this, as in most of his qualities, a true representative of the great French bourgeois class, with Cowper, perhaps, as his nearest English equivalent. He is not a commanding genius: to lyrical melody, dramatic force, or inventive energy he makes little claim. But he has a wonderful skill in word painting—pictures in the style of Ingres rather than of Rubens—and the Alexandrines of "*Aux flancs de vase*" form a gallery of little masterpieces. They are a perfect example of Greek art reproduced in a modern setting, where each poem is a miniature, as clear, as delicate, and as sure of its effect as are the designs that Douris and Euphronios drew for the Athenian potters of the fifth century.

XANTHIS.

The grass sways softly in the morning breeze,
But still unbroken neath the trellised trees
Long iridescent threads hang glistening bright,
And on the hillside floats a vapour light.
Near where a streamlet laughs to see the day
Xanthis, her robe and sandals cast away,
Leans with one arm upon a birch tree bough
And bending forward sees herself below;
One side is shadowed by her floating hair
And while she smiles at the white image there,
Her waist, her breast, she views with wondering eyes,
Her lovely shoulders and her polished thighs
While with one modest hand for sole defence
She seeks to hide her youthful innocence.
But hark, a cry re-echoes through the glade
And Xanthis trembles, like a deer afraid,
For close reflected in the wave too clear
She sees the amorous satyr's horn appear.

Aux flancs du vase.

HELEN OF TROY.

The battle ceases and the evening falls,
Red runs the river where the fight has been
And vapours rise about the Argive queen
As white armed Helen leaves the Trojan walls.
The steeds immortal whinny in their stalls,
The Grecian camp fires on the shore are seen;
Slowly she walks the ranks of dead between
And all the carnage of that day recalls.
Divine she seems beneath the crimson sky:
From the long folds that lightly round her move
There breathes a perfume of resistless love
Whose fragrance salves war's cruel agony.
The dying men crawl to her naked feet
And touch her hair and find that death is sweet.

Au Jardin de l'Infante.

THE FROG.

As she searches the grass for a new fallen pear
Chloris sees a young frog. Of her presence aware
And justly afraid of the fate she may bring
He crouches in shadow, all ready to spring.
One leap—and he's safe in the strawberry bed;
Another—he's under the tomatoes red;
With swift little legs to the pond taking flight
Where his sisters already have plunged out of sight.
Chloris closes her hand the small shape to enfold,
But the frog is too nimble to give her a hold.
Ten times in the chase his light body she grips,
Ten times from her fingers he cunningly slips.
But victory at last! Chloris has her new toy,
Blue-eyed Chloris, her mother's delight and her joy.
Upon her lips lingers the brightest of smiles,
A laugh of pure beauty that heaven beguiles,
And beneath her broad hat stream her curls golden pale
That cover her cheeks with a translucent veil.
She looks at the frog with round wondering eyes
And scarcely dares venture to handle her prize,
So cold to the fingers, so panting of breath
As he trembles before her in terror of death.
At last gently she touches: then sheds a soft tear
To feel the small heart beat so quickly in fear.

Aux flancs du vase.

THE COUNTRY TOWN.

Dim shops where leather, wood, and iron lie;
The basket maker with his supple cane;
The joiner singing as he plies the plane;
The blacksmith's anvil and the sparks that fly:
O to live here beneath the changing sky
Near the good earth, far from the law's chicane;
Warm milk and bread, rose gardens in the plain;
To rise at dawn and watch the world pass by.
And yet, who knows? Perchance 'tis all a dream:
These quiet streets that now so peaceful seem
May hide a web of sin and broken trust,
Where on dark nights the secret wantons roam
To find their paramours, allured to doom
By that old couple, Avarice and Lust.

Le Chariot d'or.

THE ILIAD AS A SCHOOL PLAY.

The success of the Holt School performance during December will assuredly rouse other schools to emulation; indeed we can almost hear them—by wireless—wishing they had thought of it themselves!

There is a good deal of work in such a production, but the results, if only in the stimulated imagination of the boys and girls, are well worth while. And what other producers could command a cast of some fifty performers, all doing it, as it were, "for fun"?

The play, as arranged by the Headmaster, Mr. Bailey, is in three Acts. In Act I, "The Quarrel," the Greeks, besieging Troy, are suffering under the wrath of Phœbus Apollo because Agamemnon, their leader, holds Chryseis, captive; he consents, however, to exchange her for Briseis, and he and Achilles, the rival masters of the captive maidens, fight until Pallas Athene intervenes and Achilles withdraws. Briseis is taken by Agamemnon's messengers and Achilles calls upon Thetis to send down the wrath of Zeus. Helen and Priam watch from the walls of Troy.

In Act II, "The Greek Loss," Zeus gives victory to the Trojans under Hector, and Agamemnon sends Odysseus and other heroes to beseech Achilles to aid them—he refuses. Patroklos, his friend, is slain, and his armour is taken by Hector, whereupon Thetis promises him armour made by the god Hephæstos.

Act III is "The Reconciliation." Thetis brings the armour, and there are processions, dances, and councils, followed by the death of Hector in tableau, the mourning of Andromache, and Priam's visit to Achilles, who is then armed by Thetis and her nymphs and is reconciled to Agamemnon. Priam's request for the body of Hector is granted.

The play begins and ends with a tableau, "The Song of Homer," adapted from a Relief Panel by H. Bates.

Mr. Bailey sends us the following account of the production, which it is quite evident aroused tremendous enthusiasm both among staff and pupils. The proceeds were for the School Library Fund.

The Dramatic Correspondent of the *Liverpool Daily Post* said about the Holt School production, "It requires a brave imagination to conceive the task of dramatising a Greek epic. Were the 'Iliad' not in itself one of the greatest of dramatic subjects, and had not Homer written his scenes of the Trojan war in a fashion that unfolds the story like a series of gigantic frescoes, each complete in itself and yet making up a continuous whole, such a task would be folly's ambition. The masters and scholars of the Holt School have dared much in putting this plan into execution, and it must be allowed that they have done a very fine thing in constructing a school play so original and so successful as 'The Wrath of Achilles,' produced at the Balfour Institute. It was Francis Thompson who saw Jacob's ladder 'pitched betwixt heaven and Charing Cross.' Is it a smaller feat to have reared the towers of Ilium in the Smithdown Road?"

The Holt School has always believed that the School Play was an essential part of school activities—just one of those "things which remain when we have forgotten all that we learnt at school."

The opportunity of constructing scenery and making costumes, of associating good literature with dramatic technique, of arranging that music, art and drama are all interwoven in a great co-operative effort of this kind is so full of possibilities that it may readily be seen how important an event in the school and what a strong unifying agent a school play may become. It was for the school the event of 1922.

When after much thought the subject of the Iliad had been chosen, then the work of all the various "makers"

was set in motion. There were new problems to be solved at every turn and resources to be drawn upon. The school art master, Mr. Sydney Merrills, to whom the artistic success of the entertainment is mainly due, began to design the costumes in the summer holidays; and the details of the armour, helmets, swords, even greaves and sandals had to be duly authenticated. The Professor of Classical Archaeology at the Liverpool University, Professor Droop, was most helpful, and all the resources of the University library were at our disposal.

It was decided to introduce two songs. One, "Soul of Sorrow," from "Sappho" (Bliss Carmen) was arranged by Mr. I. H. Stammers, and Farmer's Harrow Song, "Heroes," was also utilised by the minstrel. The music master of the school, Mr. John Tobin, arranged a prelude built up on the two songs, and constructed the musical programme. It was a happy thought to take the "Shield of Achilles" as representative of the arts of the Achæians and to make it the subject of a descriptive dance. It lent itself admirably to this treatment, the first part being processional, representing the judgment of an elder in a street trial, followed by a bridal dance, vintage procession, and dance of the youths and maidens, while "in and out of the merry throng went tumblers." The music for the descriptive dances was taken from an old French Vintage Song and Cyril Scott's "Danse Nègre." The introduction of the dancing certainly helped to make the play more Greek, and gave a certain amount of relief from the more intense story of the Wrath of Achilles.

The fighting scenes—the duel between Ajax and Hector, the firing of the Greek Ships, the death of Patroklos and the death of Hector—were all done as tableaux, and two of the tableaux had tableaux behind them to represent Attic red and black vases and Wedgwood blue and white vases. These were perhaps the most successful of the stage pictures.

The stage setting was simple. Backgrounds of curtains and screens were used, either black or, in certain scenes, to represent the sky, blue. The suggestion of a Greek ship was obtained by a silhouette arrangement which is seen in the accompanying photograph of one of the tableaux. This severe and simple setting showed to the best advantage the brilliant colouring of the costumes; and here it may be remarked that the costumes were quite cheap, most of them being simple white material dyed and stencilled. Helmets and shields were in papier maché, with vegetable plumes instead of horsehair.

The symbolism of the play was indicated by the opening tableau, which was founded on Bates' Homer, called the "Song of Homer," and the play ended with the same tableau, showing that Homer's Song would still go on despite the worst, or best, the Holt School could do for it.

The prose version of Lang, Leaf and Myers was drawn upon for the text, which was recited somewhat more slowly than is usual. The prose of this excellent version and the slow speech combined to give an impression of stately poetry even if it did not suggest "winged words," but the dignity and clarity of the enunciation were some real gains.

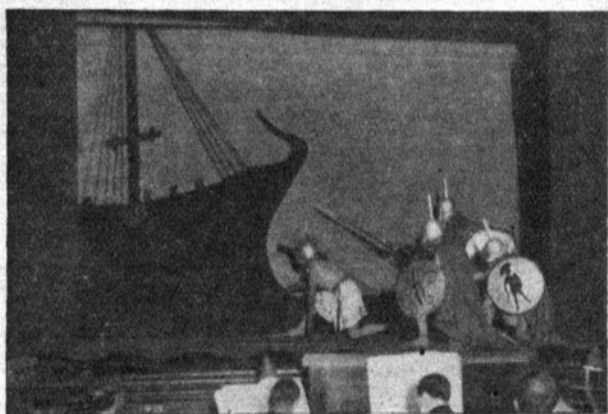
The printed programme was elaborate, and gave an exact account of the scenes, insets of the tableaux, and the arguments.

The poster, of which a copy is given, was frank in its simplicity and was much admired. It gave some indication of the key-note of strife.

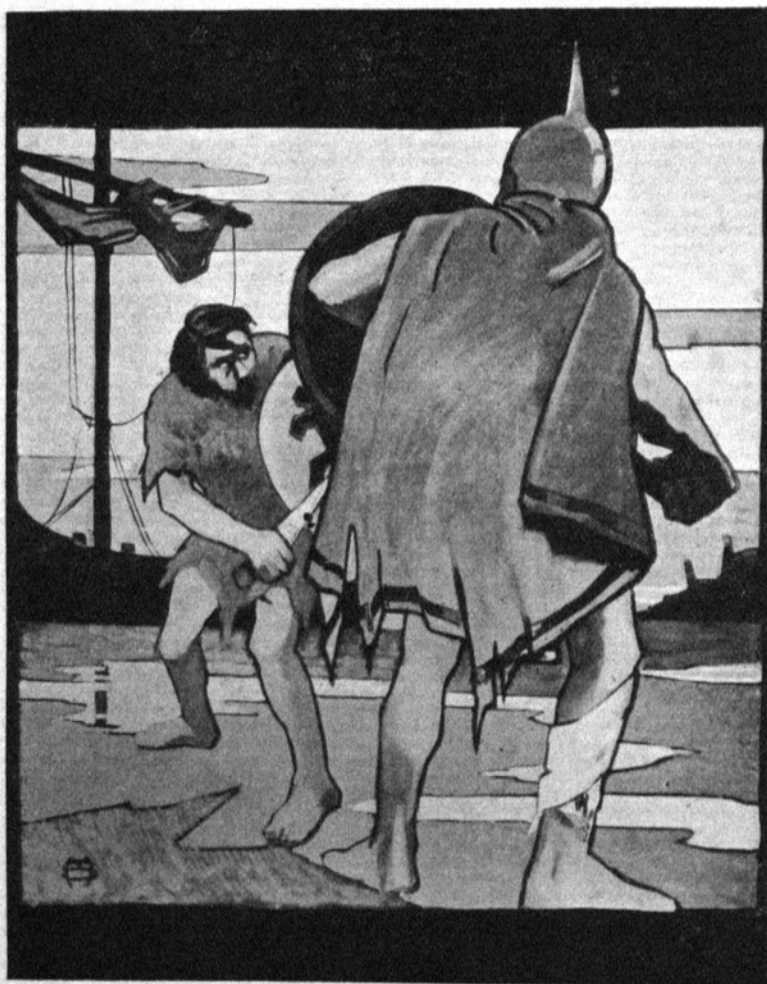
The play was only made possible by the loyal co-operation of a large and enthusiastic staff. We felt the play was a big effort but one well worth making.

C. W. BAILEY.

THE ILIAD AS A SCHOOL PLAY.



ONE OF THE TABLEAUX.



THE POSTER USED IN ADVERTISING THE PLAY.

"THE WRATH OF ACHILLES,"
at
THE HOLT SCHOOL,
LIVERPOOL.

(Headmaster : C. W. BAILEY, M.A.)

Persons in the Play.

Achilles	..	R. Stephens.
Kalchas	..	J. S. Willey.
Agamenmon	..	F. Creak.
Pallas Athene	..	Isabella Carlisle.
Nestor	..	H. Cottier.
Patroklos	..	D. Williams.
Briseis	..	Edna Bland.
Thetis	..	Sarah Parry.
Priam	..	T. Kenyon.
Helen	..	Hilda Abbott.
Antenor	..	D. Lowe.
Odysseus	..	G. Williams.
Ajax	..	G. Cliffe.
Phœnix	..	L. Lyon.
Diomedes	..	A. Davies.
Antilochus	..	A. Carson.
Hector	..	E. Pugh.
Andromache	..	Theodora Barnsley.
Hermes	..	J. McGrath.
Hephaestos	..	H. Radcliffe.

Trojan and Greek Soldiers. Heralds of Agamemnon, Minstrel, Peasants. Figures in Tableaux and the Shield of Achilles.

Produced by Miss I. R. Doherty and Mr. W. Williams.

Designed by Mr. S. Merrills. Music by Mr. John Tobin.

Costumes by Miss C. Wright. Properties by Mr. W. O. Lowe.

Dances by Miss M. Stoker and Miss W. Edwards.

LETTERS FROM A COUNTRY GRAMMAR SCHOOL.—II.

MY DEAR DAVID,

I duly received your post-card and can arrange as you suggest. If you must send post-cards I wish you would send decent ones. The one you sent was ordinary and useless. The cards I like to get are those you obtain (price tuppence, I believe) at the National Gallery, the National Portrait Gallery, the British Museum, and that kind of place; I have hundreds of them already, and find them infinitely useful in school to illustrate lessons. They are easily dealt out, easily collected again, and are not so apt to become dirty as most other forms of hand-round-able illustrations. If I should wish to bring out the force of a passage in the New Testament (as St. Matt. x, v. 28, or II Tim., ii, v. 11) round goes a card on which is reproduced an admirable picture of the Circus Maximus thronged with excited holiday-makers, all enjoying the spectacle of Christians being done to death in different fantastic ways. Or it may be that we are about to tackle the subject of the Reformation in English History, in which case I pass round, as a preliminary, several photographs of particularly fine specimens of Church architecture, ending the series with a Tudor gateway, and the fan-vaulting of the Eastern Chapel at Peterborough Cathedral. (I love that particularly because of the added difficulty of the curve it has to fit on to.) While a few are looking carefully at these photographs the rest of the boys, of course, are working till they come to them in turn. After a short pause I pass round Hornebolt's portrait of Henry VIII, and together immediately afterwards Catherine of Aragon and Anne Boleyn. As these last pass round the class one may observe that a gentle ripple of mirth goes with them. The boys can contrast for themselves the heavy, stolid, flat-faced, dull-eyed look of the worthy Catherine, with Anne's wistful yet lively expression, full of demurely suppressed humour. No words are needed; we all feel that however deplorable Henry's conduct was, we can at least understand that it was no joke to see good Catherine's face over the coffee-cups (no, pardon, the flagon of sack) year in, year out. We refrain from winking at each other, but it is in an atmosphere of mutual digging-in-the-ribs that we proceed to investigate, and tabulate very carefully, the enormous events which sprang from the whim of an unchecked tyrant, and changed the face of England to this day.

No doubt the geography master finds post-cards just as useful as I do; but he probably has to use a good deal of tact in making his collection. Why, why, my dear old man, do you suppose such hideous post-cards of seaside resorts are printed in countless thousands? Do people prefer them hideous? I cannot believe it. Experience shows that, given half-a-dozen beautiful ones and half-a-dozen hideous ones, children unfailingly select the good ones as their choice. Do you think that they completely lose their selective faculty as they attain so-called years of discretion? It seems to be most unlikely—yet if not, why . . . ?

We sometimes use post-cards in another way here. (Probably your art man does it too.) A post-card is dealt out to every boy, and then, at a given signal, each passes his card on to his neighbour, until every boy has seen every picture; then, when each has his original card back, the word is given to examine and draw very carefully some feature that attracts and pleases or interests him about that card, noting down any facts printed on it about the person or place or building or animal it represents. (These drawings and notes can be pasted into history or other notebooks afterwards.)

In this way it is possible to familiarise a raw young country bumpkin with the work of Dürer, Holbein, Velasquez, and other great geniuses, before he has ever seen a copy of, say, *Comic Cuts*. Speaking of Velasquez,

I was very much interested to notice that a group of very unsophisticated country lads "hit the nail on the head" absolutely when they were considering a colour reproduction (not a post-card, this time) of the Donna Mariana of Austria. They regarded it as a whole with interest and evident pleasure; then perceived the ugly shrewish face and monstrous coiffure, and grinned.

"What a face!"

"Look at that hair!"

"What a shape her dress is!"

"Do you think it is a good picture or not?" I asked.

They felt quite sure it was good.

"But why?"

"The colour . . . the bits of red just in the right place."

"That feather . . ." (following the line with a forefinger) " . . . it's just where you want it." And so on.

I have thought a hundred times that if only we could get a sufficient supply of accurate colour reproductions of first-rate pictures, we could do without about 99 per cent. of the illustrations intended for use in schools. I want sheaves of post-card size reproductions of details from Bodleian MSS., Chapter House Treaties, and other store-houses of entertaining (and highly instructive) drawings. One can make a large number of big reproductions to hang up before a class, but they are not quick to do, and very cumbersome to store. For most purposes, I prefer to use a blackboard, but it does rather go to one's heart to wipe an elaborate colour illustration off, I must confess. Considering that we all know (see hoardings!) how strong a visual impression is, it is amazing to see the way in which some people will still hold forth to an unfortunate class without throwing them a single visual spar to cling to. Possibly I am conspicuously dense, but it is a fact that the other day a young master zealously instructed a class for about half-an-hour in my presence, and I literally could not have replied with any certainty to a single question he asked upon what he had just taught. The bewildered children made wild shots which they hoped might be right, and perspiration soon "besplangled his brow." The moment, however, that he began again noting down his main points on the blackboard as he went, their faces cleared, and they followed and replied with ease. Now, you would have thought he would have been told to do a simple thing like that, wouldn't you?

Oh, divinest spirit of Common Sense, how rare thou art! But there's plenty in you, David, and a little, I hope, in your old friend,

C.

Another Use for Gramophones.

As the result of a year's experiment in a small Council school and a favourable report from the Inspector, the Kent Education Committee has decided to supply a gramophone to schools which cannot afford a piano, on the same terms as apply to pianos, namely, that the managers must by means of local effort provide at least half the cost. The gramophone has proved valuable in teaching physical exercises and country dancing.

The Cambridge Locals.

The total number of candidates at the last Cambridge Local Examinations was 13,063—Higher, 55; Senior, 5,006; Junior, 6,408; and Preliminary (overseas centres only), 1,594. Examinations were held in India, 31 centres; Ceylon, 20; Straits and Malay States, 11; China, 3; Africa, 12; West Indies, 14; and in Aden, Bermudas, British Guiana, British Honduras, Buenos Aires, Fiji, Gibraltar, Mauritius, Montevideo, and the Seychelles.

UNIVERSITY AND TECHNICAL SCHOOLS.

By HENRY BAKER, M.Sc.

After the provision of a good elementary and secondary education there still remains much to be done before the educational system of any modern state can be considered as complete. The necessity for higher education and for professional and technical instruction is keenly felt. The need is met only to a very small extent by the State or the Local Authorities, because these bodies, when they began to tackle educational problems, found a number of fairly efficient bodies already in the field in the shape of the Universities.

Very early in mediæval history the need of some such institution was felt, and the ancient Universities were founded to give professional and philosophical instruction. They gradually assumed nearly all the duties of centres of higher education, and these duties they have kept up to the present day. The work which the Universities now do is undoubtedly necessary, but it is evident that it must be carried out having due regard to the work done by other institutions. In this connection a review of their activities is urgently necessary.

Fortunately it has generally been the policy of the Universities to give instruction only in those subjects which are not taught elsewhere. In this they have been well advised. It is only where this policy has been departed from that friction with other bodies has arisen, and the credit of the Universities has suffered.

From the point of view of the country, as much as from its own standpoint, the position of the University relative to other educational institutions is a vital matter. In many cases it has adjusted itself easily and naturally. In the case of the Secondary Schools the minimum amount of friction has occurred, for, although those schools have repeatedly raised the standard of instruction given, they have provided the Universities with an increasing number of students, so that considerations of space have compelled the authorities to eliminate the more elementary portions of the University work, and, in fact, to begin precisely at the point at which the Secondary Schools leave off. The acceptance of students who have passed the Intermediate Examination externally is the latest move in harmony with this plan.

In the case of the Technical Schools, however, more difficulty has been experienced in apportioning the work, for whereas the other branches of learning dealt with are not taught elsewhere, those taught by the Technical Schools are, in most cases, also taught by the Universities. Some exception may be made to the statement that other subjects are not taught elsewhere in favour of University Colleges and Day Training Colleges, but the former are really a part of the Universities, and the latter cater for only one special requirement. The case of Commercial Colleges hardly calls for special treatment, as they are, in most towns, included in the Technical Schools.

Examining the difference between the Technical Schools and the Universities we find that, in general, the instruction given in the Technical Schools is not quite so advanced as that given in the Universities, but that it is otherwise identical in character. Both institutions claim to meet the needs of the manufacturing community from whom they draw their revenue, and both endeavour to instal the most modern practical appliances. To a certain extent there is room for both, but over a considerable range of their activities they overlap. That this should be so is regrettable; but as there is no central authority for the discussion of educational problems, and no such thing as a truly national educational policy, the Universities can hardly be blamed for not acting in accordance with a homogeneous scheme.

STUDENT CATCHING.

The main lines of policy over the subjects covered by both institutions appear to be dictated by a policy of student-catching rather than by rational division of function. The Universities by virtue of their less trammelled funds and slightly higher level of instruction invest in expensive examples of modern machinery, instruments, and the like, which, together with the monopoly of the degree, attract in sufficient numbers the better class of full course student. Their courses are, therefore, based on a three years basis, and their students selected accordingly. The Technical Schools, on the other hand, obtain their students by means of a wider range of courses, short courses on single subjects being quite usual.

INVERSION OF POLICIES.

It is this distinction which shows up most clearly the failure of the Provincial Universities; for if they are attempting to offer a technical education it is they, and not the Technical Schools—the higher institution, and not the lower—which should offer their help to the industries in the form of short or special courses.

It is really the intermediate level of instruction—that offered by the Technical Schools—which is suitable for arrangement in courses to suit students. And it is not that intermediate instruction, but the most advanced instruction—that, in fact, offered by the Universities—which should be available in the form of short courses and special lectures. If the Universities will adopt the right course, then those engaged in industry or manufacture who already possess a high standard of knowledge may be enabled to profit by the very latest advancements. For such students as these the three or four years' course offered by the Universities is impossible. For the Technical Schools to offer a short and the University a long course is a complete inversion of the correct policy based on a desire to serve the industrial and manufacturing community.

The reason, to some extent logical, for the retention by the Universities of the long course lies in the old idea that such a course is part of a liberal education, and that the ideal of the Universities is not the pursuit of technology but of pure science. If that be so then surely much of their present work is out of place.

CONFUSED EFFORTS.

The Universities have not been able to keep their aims clear. If they pursued the old ideal of a liberal education then, on the Science side, they could not attract students in sufficient quantities to keep open their doors. Students, and parents and guardians, who are making a financial sacrifice in order to obtain an improved chance of earning a living in after life, want to see enough touch with industry established to reassure them that their effort is not a mistaken one. The Universities have given them encouragement by buying expensive commercial apparatus, and by appointing Professors who have been successful in industry.

* After thus going half way towards practical instruction the Universities have halted, with the result that they are neither serving efficiently their old ideal of a liberal education nor are they doing their duty to the manufacturing community. The manufacturing community have been generous to the newer Universities—they are entitled to have full help in return. This help cannot be given by the prostitution of the Universities to "industrial" research, but it can and must be given by helping the educated men now in industry to acquire the very latest and most advanced knowledge which the Universities have discovered.

A WOMAN, SOME GIRLS, AND A WALNUT TREE.

BY D. N. DAGLISH.

"You will find it very interesting, I'm sure," the Head had told her. "And one of our mistresses has always helped with this class, so that they are conscious of a link with the school. . . . A very different type of girl, of course."

"Yes, quite," Betty had agreed with bated enthusiasm, attempting to look terribly efficient and practical for the Head's benefit.

And now it was indeed Sunday afternoon. From the window of the staff sitting-room she was gazing over the roofs of half the town. To the right the spire of Saint Sidwell's, to the left the twin towers of the Cathedral; in front, steeply sloping lawn, its green brightened by mild autumnal dew, wildish tangles of stalks in the borders, brown, damp tangles, long drifts of crackling leaves along the terrace.

No fire; it was required of the staff that they should be healthy and walk about in jerseys. Betty left Miss Farmer at the business of writing to her fiancé and stepped out into the well-tiled, well-polished desert of the school. Away before her stretched the barren corridor, ribbed at either side with hot-water pipes. Up rose the wide, shallow steps to the door of the big hall where the stairs curved away to right and left.

Dressed, she collected literature that would be suitable for a Sunday afternoon at a home for girls who were foggily mixed up with guardians and transgressions—on the parts of parents. Bibles and hymn books they would surely provide, but to carry one's own prayer-book looked best. She added a work from the staff room called "Munition Lasses," still topical in 1918, and looked with annoyance at her own library. There was nothing there to offer to the raw material of a nation's women, and she did so vehemently desire to help them. Desperately she took from the shelf "Travels with a Donkey" and shook herself into a serious mood of unselfish idealism as she left the school.

South Street was not pleasant. There was sickening food in the shop windows. Queer youths stood about in groups and watched you with slow and cunning understanding. When girls met them there were shrieks. Disgust and self-consciousness born of the books in her hand (she herself could always recognise a prayer book afar off on Sunday, and why should they be less intuitive?) overwhelmed the earnest social worker in Betty. She was thankful to turn down a narrow side street into Hanover Walk, where she was immediately aware of the Home, a big yellow Georgian house set discreetly behind high walls and connected with the world by a short passage built out from the house to the wall and closed with a massive door.

Trying to add ten years to her age, Betty pulled the bell's heavy chain. She felt adventurous, timid, horribly unprepared for contact with "girls of a different type." Then the door opened. A prim little woman with friendly eyes greeted her.

"The young lady who's taking Miss Deane's class?"

"Yes," said Betty wildly, stepping on highly polished wood. How busy must endless generations of the Poor Law's protégées have been to achieve this resplendent

cleanliness. Through a door opposite she heard movements, slidings, bustlings, a loud whisper of "I saw her." She walked mechanically into a room on the right, smiling to the matron above a mind gone blank. Oh, that long table alive with shiny black Bibles!

"You'll have no trouble at all with them, miss."

The matron departed, and Betty took off her gloves and stared into the garden. A beautifully curving bay-window almost filled one end of the low-ceilinged room. The walled garden was full of a perpetual gentle flutter of leaves. Down they came, showering over the pale Michaelmas daisies and scarlet dahlias. The tree with a seat round it consoled her. A walnut-tree, huge and valiantly spreading, and not yet stripped of its big, ridgy leaves.

Horrors! Here they were coming, with a soft tap at the open door. "Come in." She wanted to sound charming, mature and kind, and all that, but she was afraid that the impression was one of diffidence. Fourteen of them trooped in. A gigantic inquisitiveness, a thirst for novelty seldom encountered—brought them in hastily. Each made a kind of curtsey which carried Betty's thoughts to "Jane Eyre." What great heavy shoes they must wear, judging by the sounds! And black frocks, and spotless pinafores or aprons, and neat hair.

"We used to begin with a hymn, miss."

"No, we chose it in turn like, miss."

"I know what I like, miss."

The girl at her right hand chose, and chose "The roseate hues." Cheerful tune, of course, thought Betty, manipulating its change in time on a tolerable piano, and sheltered, as it were, from the world by their vigorous singing. Her heart was sinking at the prospect of prayer—with photos of bishops on the mantelpiece.

"Amen." She moved back to the table and read with complete monotony the collect for the day, feeling as much emotion as a page of Bradshaw might stimulate. "Thy grace may always prevent and follow us." How on earth should they recognise "prevent" in its literal sense? What folly they must attribute to the compilers of the liturgy and to her!

Now they were reading. Mutter, mutter, gabble . . . then someone—Clara—with a high and clear voice. They read the fourteenth of St. Luke, "because we were doing the parables, miss, with the lady what came in August after Miss Deane." Betty swore at herself for her lack of enterprise. Why must she walk in the footprints of the unknown? Why had she no big, fine, illuminating suggestion?

And from time to time she looked into the garden. The tree was splendid. Its curves were glorious. It had been there for years, before she was born, long before these subdued children were born (so different from their sisters up at the school, with their animation and their pretty Sunday frocks and their richly comic vocabularies!)

It was a piece of solid goodness towering above the more transient prettinesses of a garden. It seemed to say—

"Years, when you lay down your ill,
I shall stand and bear it still."

SCHOOLCRAFT.

NOTES ON SCHOOL ORGANISATION AND CLASSROOM PRACTICE.

CHILDREN AND DANCING.

By Susie Lee, L.R.A.M.

Dancing and music are the primary arts. By dancing is meant the rhythmical stepping, with motions of the body, usually adjusted to the measure of a tune; the harmonious movements made by man, to express his emotions of joy, ecstasy, grief, pain, or any expressive form of mental exultation. The music, vocal or instrumental, was extemporised or produced to accompany these harmonious movements.

Dancing must come first, because it is the earliest impulse to express itself in outward form, and this expression is rhythmical. This rhythm or pulse of the Universe being present in all nature, must be an inherent instinct in mankind. This being so, the right consideration ought to be expended on its development in the early stages of child life.

The majority of real educationists recognise the value of harmonious movement in the school life of the child. They feel that rhythm taught on right lines does infinite good—physically, mentally and morally.

The difficulty often arises as to what form this early rhythmic training ought to take. We are all alive to the splendid results of the Dalcroze system, but many of us, in charge of the very young—the babies—feel that the "Dalcroze" is just a little advanced and beyond our wee mites.

The little people cannot grasp the difference between left and right, upward, downward, forward and back. Try as we will to simplify the movements, steps, walks, etc., only the odd brilliant ones will arrive at the real result.

Some method is needed that will accomplish beautiful rhythmic movements with scarcely any mental effort on the child's part.

My own recollections of dancing by myself while someone played the piano have always been very vivid. I had never seen children dancing, I had not even been to school. Yet, I know to those who happened to catch me at it, my efforts gave pleasure. Children in the streets who danced so beautifully round the barrel organs interested me intensely. I made notes after chatting to them. Many of these had never danced in school. I asked them why they danced? "Can't help it, Miss," they replied. "We just does has the horgan tells us, when it goes quick we dances quick, when its slow we's slow, and when its soft we goes soft like."

Their steps were wonderful, polka, waltz, jig steps, basques, and some very advanced elevated steps. Their ages varied from tiny toddlers to girls and boys in their teens. I determined to go on these lines in school. The results were far beyond my expectations. Often I had to play myself. The piano would be pulled round to a convenient angle and I sat watching and suggesting as I played from memory. The babies would dance with their whole hearts and souls enjoying every moment. It was enchanting to hear the little gasp of surprise when I changed the rhythm. I would start off with a popular 2/4 time, then suddenly go into a dreamy waltz measure. Sure enough the mites would show the difference by their movements. The 2/4 being bright, chirpy, stepping away right merrily. The waltz time would have quieter dreamier movements, whilst the facial expression would be entirely altered.

When I was lucky enough to have a student who could play well then I danced, going on my own but never speaking. The babes would try their hardest to do everything I did.

There was nothing formal, no lines, circles or steps taught. The children danced, moving anywhere they wished to go. What I showed in my dancing was correct, as I happen to be a trained dancer as well as a certified teacher. I always started new kiddies dancing to familiar tunes, the ones they heard at home or popular melodies that everybody hummed. They loved these and would dance with a wonderful sense of joy and abandon.

As time went on I played simple classic airs, and then we would have wordless stories. The youngsters delighted in miming. It was all done by suggestion. They specially loved Rubinstein's Melody in F, parts of Sibelius, Schumann, bits of Chopin. They improvised charming little stories, sometimes solos, at other times duos or even a pas de quatre.

The effects of the daily dancing were marvellous. The children first of all were happy, orderly and good mannered. The rhythmic movements brought all the best in the child to the surface. The class singing made as good progress. This was taught also on the same lines; I would tell the story of the song, sing it, and say "Now sing it with me," and they did.

They danced and sang because they loved it, they could not help it; the rhythmic sense was all alive to be expressed.

The great joy to their parents was the improvement in the little ones' physiques. Turned in toes began to turn themselves out, wobbly knees became firm, weakly children grew gradually stronger, spoilt and headstrong children grew more amiable and manageable.

Let the little ones dance and sing and so strengthen their concentration and mentality, that they may be well fitted and able to grapple with the sterner academic subjects in the curriculum.

Our young kindergarten teachers ought to have special instruction in this kind of teaching. Any teacher with a good musical instinct can, with perseverance, enthusiasm, and a sincere love in her heart for our glorious profession (the educating of the young) get wonderful results.

The luckiest children are those whose parents love music, poetry, painting and the sister arts. They open their little one's eyes to a right appreciation of beauty. This, together with a practical guidance in rhythmic movement, makes them glad to be alive, full of joy and spontaneity.

Selborne Society's "Cinologues."

The Cinematography Committee of the Selborne Society has issued a list of "cinologues" and educational films suitable for educational societies and schools. The list of subjects includes Natural History, Adventures, History, Lives of Famous People, and some of the best novels—"Pickwick Papers," "Bleak House," "The Newcomes," for example. Sir Sidney Low has written an interesting foreword. Schoolmasters who knew not how or where to obtain suitable educational films should write to the Extension Secretary, Mr. Percival J. Ashton, 72, High Street, Bromley, Kent, who will give the information.

STAMMERING.

Muriel H. Wigglesworth, late of the Central School of Speech Training, of the Speech Clinic, St. Thomas' Hospital, and London County Council Medical Offices, Specialist for Stammerers, etc.

Stammering is a neurosis, caused by repression and conflict within the mind, by an inhibition of the will weakening the controlling forces, generally from the influence of an "external agent." It is lack of co-ordination between the mind—conscious and unconscious—and the body, which causes a bad habit. Stammering is more than a bad habit. It has its functional and organic causes, the one re-acting on the other, resulting in a pathological condition, which needs treatment that is both physical and psychological, after the causes have been permanently eradicated.

CAUSES.

A stammerer always has a congenital tendency, *i.e.*, a predisposition for a neurosis, which may be either:

1. A physical weakness in the respiratory mechanisms—this may be inherited or acquired after illness, malnutrition, etc.—or
2. A mental weakness in the verbal imagery, either auditive or kine-æsthetic amnesia—this is usually inherited, together with the emotional "overflow" of the highly strung child.

These tendencies, owing to environmental and educational influences, may develop without the aid of an external agent, and a "congenital stammer" is formed.

The "external agent" may be:

1. The influence of imitation. Owing to the naturally strong suggestibility of the child, he is liable to start any habit with which he comes into contact. This may be a bad habit of unco-ordinated speech movement.

This purely physical cause, the imitation of wrong movement, can be corrected immediately by careful practice of good co-ordinated movements, starting a new automatism in place of the old; but if not corrected while young the habit grows firm, becomes an outlet for emotion, and lalophobia may set in and all the difficulties of a psychic pathology have to be overcome.

2. The result of the association. Faulty kine-æsthetic verbal imagery may be formed when the child first acquires speech, which, if not corrected when still young will rouse an emotion, fear, through association, and lalophobia will again be the result. The emotion of fear, having been originally repressed with the infantile experiences of the formation of the ideo-motor automatism of speech, thus, through association, "overflows" on to speech-actual words, and a neurosis is again the consequence of what, in the beginning, might be termed a purely physical cause.

3. But in the majority of cases the external agent reacts first on the mind, disturbing mental balance, and this in its turn reacts on the whole co-ordination of the body.

Shock is the most common cause of the neurosis. The emotion of fear is stimulated and overflows on to speech. Speech, through one of the above mentioned congenital tendencies, is weakly controlled and a stammer develops.

The "threshold" between the unconscious and conscious levels of the mind is loosened by the strength of the emotion, and the automatic subconscious movements become conscious. The fear, previously repressed with certain dissociated ideas, the result probably of conflict, is no longer absolute; the consciousness is governed by "multiple thought," the intense emotion blurs the image, paralyses the muscles, and so weakens control, and the will is quite inhibited.

4. Stammering may also be caused, psychologically, by wrong auto-suggestion, usually the result of environmental influences, which leads to the inhibition of the will, the perversion and confusion of thought and the fear of speech.

The effect of the influence of any of these external agents is greatly aggravated by the general state of the physical and mental health. There may be a poor physical state after infectious fevers, of malnutrition, of anaemia, etc., or a weak mental state, the result of conflict (antagonistic functioning of the instincts), lack of emotional control and balance, repression, unfavourable congenital tendencies, either inherited or acquired, etc. These conditions must be ameliorated as much as possible, together with the eradication of the cause, before any satisfactory treatment can be carried out.

These causes and influences give rise to the following condition:

A. Physically, the stammer is a lack of co-ordination between the respiratory, vocal, and articulatory mechanisms of speech. It is a failure of vocal tone, uncontrolled breathing, inability to relax, and an "overflow" of muscular energy in various twitchings, contortions, etc.

B. Psychologically, the stammer is a state of mental confusion. All imagery is weakened through intense emotion; emotion is strong through conflict, repression, etc., the result of unfavourable environment, stunted development, and with an overflow of psychic energy in the fear of speech. The verbal imagery is not, as is normal, audito-motor, but fails either in the one or the other; the energy is transferred to visual imagery or to conscious, effortful kine-æsthetic imagery; the conscious imagery should normally be that of the "idea" to be expressed, not of words; thus we see that the most important psychic condition of a stammerer is the diversion of attention.

This psychic state of multiple thought, coloured by emotion, is greatly increased by wrong auto-suggestion. Having once failed the stammerer fears he will fail again; he imagines himself failing, loses confidence, and conscious control of the imagination is weakened by this inhibition of the will.

It will thus be seen that stammering has a psychic and physical origin, and its treatment must therefore be both physical and psychological.

Physically it must include exercises for relaxation, breath control, vocal tone, etc., and, psychologically, after these exercises have been sufficiently practised to make all movements automatic and a good habit has been formed, exercises for concentration, thought control, transference of the psychic energy from verbal imagery to that of the idea to be expressed, control of the emotion by the intellect, or its sublimation, re-education of the mind, to restore its equilibrium, and, above all, to train the mind to use the right auto-suggestion, giving it confidence, belief in and control of the personality, and free powers of self-expression.

DEFECTS OF SPEECH

Their Nature and Cure

By IDA C. WARD.

2s. 6d.

The description of this book in last month's advertisement was incorrect. It should have read: "Miss Ward shows how speech defects may be cured by the application of phonetic methods."

J. M. DENT & SONS, LTD.,

Aldine House, Bedford St., London, W.C.2.

ART.

"DECORATIVE" ART.

Notes on a Royal Academy Exhibition.

One of the most poisonous miasmas that ever arose from the marshes of mid-Victorian art was the conscious recognition of an entirely isolated endeavour which came into being under the baptismal name of "decorative" art. Or one may regard the calamity as an act of surgery, a clumsy attempt to separate the Siamese twins "Art" and "Decoration," when it was forgotten to tie up the arteries of the latter, which bled to death, so that we are now presented with a bloodless corpse called "decorative art," which no artificial respiratory methods or electrical treatments will galvanize into life. The men who have been responsible for this craft movement have sought to restore the glory of the Middle Ages and the Renaissance by pressure from outside. Examples of old work have been accepted too much at their surface value; the result has been mistaken for the impetus. Because the walls of the Florentine palaces are painted with historical frescoes, our Houses of Parliament must provide wall space for historical frescoes. There is also a tendency to run to guilds. That this attempt to reintroduce patches of the past must result in disappointment should be evident to the simplest minded. All but the most muddle-headed must see that indifferent works in true fresco disgrace the medium rather than honour the painter. Imitations of old stained glass cry out for a need which doesn't exist and writhing Michel Angelo figures insist upon having county halls to support them, and all this because we have failed to understand the growth of the arts. Until we can put the past in its true perspective; until we can see our art as a fusion; and until we cut the thought and word "decorative" right out of our aesthetic jargon, we shall never restore our sense of decoration.

This objection does not apply to all the work now showing at Burlington House; but the results of this false ideal are, no doubt, responsible for a great deal of the acreage of failure which burdened our solitude—a state due to the issue to the press of those inhospitable single admission tickets on the press day. A first glance at the mass of work which crowds the whole of the galleries convinces one that the setting of a lower standard, this to a certain extent justifiable assumption that it is easier to produce a decoration than a work of art, is responsible for its production in such enormous quantities. It is as if an earnest struggler should forsake his insurmountable task saying "This at any rate is sure of consummation."

One has only to see how it affects a really able painter such as George Clausen. In his large lunette painting it seems as if he threw all his ability overboard in the desire to be decorative. Mr. Charles Sims on the other hand has had the good fortune either to have failed to grasp this spirit or to have despised it, for in his large decoration (painted I believe some years ago) he refuses to abandon those things he understands, merely adjusting his mind to a large scale. The coat of arms is an unpleasant spot on an otherwise brilliant achievement. The confusion which prevails in the minds of so many may be seen to advantage in Mr. Cayley Robinson's attempt to fill a space with an enlarged book decoration. I refer to No. 125, a War Memorial, one panel of which shows some soldiers posing before a background, Ypres being struck by lightning (not the way it was destroyed really, but perhaps it is meant to be symbolic). The folly of this tradition of "figure composition" is well exposed by a comparison with No. 102 and No. 110, two panels by Vladimir Polunin. In the tradition in which this artist works the various qualities

which go to make a work of art are combined, not just mixed. I may enforce my point by saying that oxygen and hydrogen mixed are merely a stirabout of two gases; combined they are something quite different.

Among so much work detailed criticism is difficult, and much that is good is likely to be missed. Miss Maltwood's carvings are interesting, chiefly perhaps because it is a pleasure to see some sculpture in its own medium. No. 79, "Priest of Buddha," shows considerable feeling for the stone. No. 97, an alabaster carving "designed for casting in cement," is a curious reversal of the more usual procedure of our "notable" sculptors. The carved wood figures of Phyllis A. Clay are also worth noticing. Vladimir Polunin, whose panels I have mentioned above, will be remembered as the painter of some splendid drop scenes for the Russian Ballet. Miss Ethel Walker's draughtsmanship is good. Her design shows a tendency to disintegrate, but her work on the whole is interesting and sincere. No. 129 is particularly pleasant.

Whenever one sees a picture in an exhibition which makes one say "Hullo! who did that?" it is sure to be by Walter Bayes. His panels for Dollis Hill Military Hospital are a curious Russo-Japanese alliance, interesting and effective. The influence of Bebeben is strong in them. Another remarkable painting in the same room is Mary H. Mack's "Mother and Child," evilly described as a "decorative painted panel." The colour is full of emotion, and the feeling in the landscape is of a rare tenderness which compensates for certain weaknesses in the drawing. Norman Howard's little watercolour, "Reclaimers," is a good three dimensional design which has a great deal of breadth and conviction.

The craft section seemed to be of a tolerable level of virtue, and requires an article to itself. There seemed to be little one hadn't seen before, and many bad traditions still cling. There is some good furniture, particularly a lace cabinet designed by Sir Robert Lorimer, A.; a very real piece of furniture, good in feeling and free from all affectations. The same artist has designed several other good pieces.

Finally, we must notice the Alfred Stevens collection, drawings of figures, and cartoons coloured and otherwise. Many of these designs and drawings were made, the catalogue tells us, for a decoration that was not carried out, and one begins to wonder if the artist was not really very much better at preparing things than he was at carrying them out. Who could demonstrate the roundness and solidity of the human figure better than he could? Who could make seven alternative groupings of figures with greater *élan* than he? In his hands a face became more three dimensional than any real face could hope to be. Let the visitor study such a drawing as No. 265 or No. 259, or indeed any of them. With what insufferable certainty he manufactures his great cartoons—you think his drawing is comparable to that of Raphael—and what is the result? He leaves as his greatest work the Wellington Monument, which leaves us as cold as a sentry on a January night. Stevens surely is the epitome of ability without artistry. His painted cartoon No. 225, "The Judgment of Paris" (the catalogue quaintly adds "(left to right) Juno, Venus, Minerva, Paris, Mercury"), summarises this curious lack. Here of course one feels the entire absence of the colour sense; but even without that there is a conviction one has that it wasn't worth doing. Nevertheless, this collection is tremendously interesting, and forms a centre of attraction to what must be, because of its size, a very mediocre show.

RUPERT LEE.

MUSIC.

Music in Schools.

The Report of the Consultative Committee of the Board of Education, which is reviewed at some length in our Literary Section, contains matter of the utmost interest and importance to all who are interested in music. The Committee was mainly concerned with the curriculum of schools, but it must have become evident at an early stage that music has proved a somewhat shadowy and unreal part of the curriculum, depending for its vitality upon the personal inclinations of individual teachers instead of being accepted as a necessary element in all education. The subject was permitted to be taught, but it was—and too often is—regarded as something of an exotic, outside the range of ordinary studies. This view of music was supported in the strongest and most harmful fashion by the practice of ignoring it as a factor making for success in school examinations. It must be remembered that in our secondary schools there has lately been established a scheme of examinations in two parts, called respectively the First and Higher Examinations, the former being taken by pupils at or about the age of sixteen, the latter by those of eighteen. In the former test a pupil may take an examination in music, but the result in this subject will not affect the general fate of the candidate. In the Higher Certificate music is not even part of the course.

For this state of things the only reason is to be found in the widespread belief that music is not an "examinable subject." The Consultative Committee did not share this view as a body, although one of their number apparently remains obdurate on the point. In order to prove their case the supporters of music accepted the implied challenge and Sir Henry Hadow, Chairman of the Committee, prepared a suggested syllabus for each of the examinations. These deserve careful study as examples of what may be done to encourage the right treatment of music in schools.

The Committee also recommend that music should be included as part of the syllabus of school examinations and as part of the entrance test of Universities. In no case will the subject be compulsory, but its inclusion as an option will afford proper opportunity to the pupil of special ability in music while serving at the same time to bring music into its rightful place in our scheme of education.

The I.S.M. Conference.

During the first week of January the Incorporated Society of Musicians held a most successful conference in Oxford. The opening address was given by Sir Hugh Allen, who emphasized the need for a high standard of musicianship and the importance of excluding from the profession those who do not satisfy reasonable standards. The members were fortunate in being able to hear lectures from Dr. George Dyson, Mrs. Rosa Newmarch and Mr. Adrian Boult, all of whom treated somewhat erudite topics in masterly fashion. The President of the Society, Dr. A. H. Mann, brought to the Conference his unfailing geniality and good spirits. His address to the members was full of ripe wisdom and practical good sense. He urged that the Society should increase its efforts on behalf of musicians and pointed to the need for more concentrated activity in the sections. He suggested that the amount of the annual subscription might be considered, since it now stands at the pre-war level and is only of post-war value.

The British Music Society.

On January 3rd Mrs. MacBain gave an address to the members and their friends on music for children. Her advice was supported and illustrated by an admirable demonstration lesson to young pupils from an East End school. At a second meeting—also held in University

College—Dr. Vaughan Williams gave an informal lecture on "Music for Music's Sake," in which he declared himself to be opposed to any interpretation of his subject on the lines of "Art for Art's Sake," but to be wholly in sympathy with the idea that music was more important than musicians or performers. He urged that we should get rid of the dividing line between platform and audience, professional and amateur, and should aim at making music for the love of it. The ideal was that every member of a community should exercise his musical abilities in the way he preferred.

The Society is making steady progress and is preparing to extend its activities. The membership grows steadily, the financial position is sound, and new branches are being formed in the provinces. The monthly publication of the Society is now appearing in an enlarged form under the title *The Music Bulletin*, and the January number contained several articles of great interest, which should appeal to all who are interested in music.

The Cost of Printed Music.

The work of choral societies is now gravely impeded by the high cost of printed music. It has been suggested that a central library should be established in London where copies might be obtained on easy terms. This proposal finds little favour with certain publishers, who naturally prefer to sell new copies of their publications. The proper remuneration of publishers, and especially of composers, should certainly be secured, but it is not unlikely that a library scheme, properly worked, would result in an increase of sales in the long run, since an obstacle to the growth of choral societies would be removed. The matter of performing rights also comes in, and it is suggested that every printed copy of a musical work on which performing rights are demanded should have the fact and the amount payable clearly printed on the cover. Purchasers would then know what they were buying.

A View on Music.

"I have known only too many good musicians, especially those who were simply good performers, who outside this one specialised atmosphere were not only stupid, but exhibited the most appalling mental vulgarity. I do not view with favour perpetual toil upon iron-frame pianos; I should like to leave the performance of instrumental music solely to those who show their love and capability, and musical genius is always revealed early in life. But every boy as soon as his voice is set, or before it breaks, might learn to read music, and to sing in part; and one could have at least once a fortnight a concert for the hearing of which some boys would have been prepared by giving them the scores to read, and explaining the modulations and subtleties of the tune. This is never done; the consequence is, intelligent boys who have not exceptional gifts, usually prefer the vilest musical comedy to Mozart. It is not that they are deaf to sounds as a rule, but simply that they have no conception of the aim and structure of classical music."—From "Collected Prose," James Elroy Flecker.

"Music for School and Home."

Under this attractive title Mr. J. T. Bavin, Director of the Education Department of the Federation of British Music Industries, and formerly Senior Music Master at Berkhamsted School, has written a book which will be found extremely useful by all who are engaged in teaching or studying music. The work is based on the lectures given by the author in various centres, and it provides in a simple form the material for lessons on appreciation. It is published by Silas Birch, Ltd., 23, Southampton Street, Bloomsbury Square, London, W.C. 1, at Two Shillings net. Postage Twopence.

EDUCATION ABROAD.

Imperial Education Conference.

The next meeting of the Imperial Education Conference is to be held in London at the end of June this year. The last meeting was held in London in 1911, and but for the war the Conference would have met in 1915. The Conference will be attended by official representatives from the Education Department of the Self-Governing Dominions and Colonies and the British Isles, and various matters of common interest will be discussed, including the question of the Interchange of Teachers within the Empire.

British and Overseas Teachers ; Interchange Arrangements.

Arrangements are being made this year for about eighty teachers in this country to interchange for twelve months with a similar number from Canada, Australia, New Zealand and South Africa. Of these, fifty will come to London and ten to Scotland, the remainder going to Newcastle, Manchester, Leicester, Portsmouth and other towns participating in a scheme which has been inaugurated by the League of Empire and approved by the Board of Education. The London County Council will shortly invite applications from London teachers who desire a year's experience in one of the Dominions.

The scheme is worked without cost to the public, teachers on interchange receiving the salary payable in the country in which they are temporarily domiciled, the salaries varying in different parts of England according to the scale which is payable in the particular area.

Overseas teachers who come to London are placed in elementary schools of different types so that the experience and outlook of each visitor may be widened as much as possible. The League of the Empire acts as host, arranging for them to visit places of historic interest, and of importance in industry, commerce and other phases of our national activities. This week about fifty Dominion teachers have returned to London schools after visiting Italy during the Christmas holidays. While in Italy they were received by the Pope.

British teachers going overseas see for themselves the possibilities of the Dominions. Everywhere are persons and associations who give hospitality to the visitors and explain to them the resources of the country visited.

The scheme is worked in co-operation with education authorities overseas, and many letters have been received testifying to its value.

The Bible a Sectarian Book.

The Appellate Court of San Francisco, in the first decision ever rendered in the United States on this subject, declared that the King James version of the Bible could not be used in the public (elementary) schools of California, as it is "a book of sectarian or denominational character within the meaning of the political code."

The Constitution of the State of California provides that no sectarian doctrine shall "be taught or instruction therein be permitted, directly or indirectly, in any of the common schools of this State."

A suit was recently brought to prevent the trustees of Selma High School from buying a dozen Bibles for use in class. The Lower Court held that the trustees were within their rights in doing so, as the King James Bible was "the book of all Christians."

This decision the Appellate Court overruled.

There is a wise economy as well as a foolish one, and an opportunity for renewing teaching material should not be ignored. MESSRS. PHILIP AND TACEY, whose illustrated catalogue, showing some very attractive pictures, panels and friezes, has reached us, offers favourable reductions to Montessori teachers, who would be wise to send for a copy at once.

AMERICA AND SHAKESPEARE.

At St. Bernard's Preparatory School, New York, which is mainly staffed by Englishmen, a Shakespeare play is acted each Christmas by the pupils before fashionable New York.

The play is always preceded by a Prologue, which in general recalls the fact that all English-speaking peoples have a stately common heritage in Shakespeare ; that England and America also possess certain national ideals in common ; and that the realisation of these would effectively make for the peace of the world.

At the Christmas of 1922 the play "MACBETH" was preceded by the prologue given below.

PROLOGUE TO MACBETH.

The play is old : its story known by heart ;
No prologue needs its pictures to impart.
For never on the old or modern stage
Could scenes more weird the shuddering mind engage.
The glimmering cauldron on the mist-wrapt moor,
The whispered incantations, and their lure :
The light that thickens in the rooky wood,
The omened crow that wings to join his brood ;
A castle's delicate and nimble air,
Treason domestic veiled in welcome fair ;
The awesome voice insistent : " Sleep no more,"
The midnight summons beating on the door ;
The bell of menace clanging in the night,
Dim-moving figures in the muffled light ;
The banquet with its bright and splendid board,
The phantom pale that frights its guilty lord ;
Ghostlier than all, the walk in sleepless sleep,
The little hand that perfumes cannot keep
Sweet of the crimson spot that stains it deep.

Beyond and through the story he has wrought
The poet passes to prophetic thought :
Gleaming and glancing in some casual line,
His prescience and imagination shine.
Did eye poetic pierce beyond his day
To a great people forming far away,
Destined a vast New World to hold in sway ?
" Less happy " did he deem this race to be
And " yet much happier ? " Are Prosperity,
Wealth, Greatness, Power, his seals of happiness ?
Do men thus calculate the more or less ?
Lesser we are, lacking a storied past ;
Yet greater, too, if promise still hold fast.
And though no sceptre here nor throne has shined,
Yet kings we have begotten—kings of mind.

Such glimpse our Shakespeare gives—prophetic gleams
That pierce the veil of change. Yea, much that seems
Substantial in the sunshine of to-day
Time's fated doom in time will bear away.
Yet Shakespeare's race and ours shall never part
In highest aspirations of the heart.
Long live the faith that Heaven has joined our hands,
Whether in greater or in lesser lands
We dwell and labour. Oceans may divide ;
Clouds for a season one from other hide ;
Yet close and closer cleave we each to each,
Our hands, our hearts, commingled, like our speech.
Together now we seek a common goal—
A conscience clear, and freedom in the soul.
Thence Peace shall spring ; thence Love the nations
bind,
And Brotherhood awake for all mankind.

ASSOCIATION NEWS.

The Teachers Council.

At the monthly meeting of the Council on Friday, 19th January, it was announced that a request had been received from Lord Emmott's Committee on Superannuation that the Council should send a representative to give evidence before the Committee. It was pointed out that many of the Associations represented on the Council had already placed their views before the Committee, and it was therefore decided that the Council should submit only a brief memorandum on general points, together with such information concerning its own constitution and procedure as the Committee might desire to have. On the general question the Council is of opinion that any scheme of superannuation which is adopted should offer no impediment to the unification of the teaching profession, since the formation and maintenance of an Official Register of Teachers depends upon the gradual linking up of all qualified teachers in one professional body, charged with due oversight of its own professional concerns and endowed with a proper share of professional self-government.

College of Preceptors.

On behalf of the College, the President, Sir Philip Magnus, with two members of the Council, attended to give evidence before the Committee on Superannuation. As the earliest-formed professional organisation of teachers, the College has a special interest in securing that the claims of those working in independent schools are not overlooked. Throughout the discussions on superannuation for teachers the College has urged that the teacher rather than the school should be the unit for pension purposes.

The Education Guild.

During the Conference Week the Guild held a highly successful meeting, at which Mr. John Drinkwater delivered a most interesting lecture on "Art and Education." The President, Lord Gorell, took as the subject of his presidential address "The Rise of the Teaching Profession," and described the conditions of a profession. He suggested that the Teachers Registration Council provided the machinery for obtaining full professional status for teachers. On Friday, February 2nd, at 8 o'clock, Principal Barker will open a discussion on the Report of the Consultative Committee. The meeting will be held at the Guild House, and all who are interested will be welcome.

Incorporated Association of Head Masters ; President's Address.

In the course of his address as President of the I.A.H.M., Mr. R. F. Cholmeley, Head Master of Owen's School, Islington, said that he had no sympathy with the view that the Burnham Committees ought forthwith to be dissolved. He held that the formation of the Committees showed that Mr. Fisher had confidence in the principle that the responsibility for securing an adequate standard of teaching power for the nation as a whole must be laid first of all upon the Local Education Authorities, and he risked the possibility that neither the Authorities nor the teachers might be sufficiently organised to carry the principle into effect. He thought that the confidence shown by Mr. Fisher in the bodies concerned would prove to be well founded. In his view the insecurity attending the fabric which the Burnham Committees were trying to set up was part of the general insecurity of educational finance in this country. We had failed to re-organise the whole scheme of State grants and to initiate a new and constructive policy which would assure the Local Authorities of the support that they needed upon condition that they earned it. The opportunity for a great design had been missed, but it had not gone for ever. It was waiting for someone with an "architectural imagination." He reminded the Association that the Federal Council of Secondary

School Associations in 1913 had put forward the proposal that State grants in aid of education should be based upon the salaries of teachers.

With regard to the proposed reduction of five per cent. in the salary scales he said that whereas the previous levy of five per cent. for superannuation purposes had been resented there was a strong argument for the present reduction in the existence of 1,300,000 unemployed.

Concerning education in general, Mr. Cholmeley expressed some characteristic and thought-provoking views, as for example that "enlightened public opinion is impossible; public opinion can never be conciliated, for there is no such thing as public opinion. There is public emotion, because emotion is contagious, but the formation of an opinion is a thing that every man and every boy has to do for himself alone, and to teach them that demands as much wit, persistence and self-sacrifice as any ordinary person is likely to have at his disposal." Hence Mr. Cholmeley desires to see logic taught in the schools because he wants the coming generation to grow up with one prejudice and one prejudice only; a prejudice against the confusion between a fact and an inference.

The Uplands Association.

The Committee of the Association have decided to enlarge the range of its work in the organisation of Summer meetings. For some years they have only held a small gathering, and have recently made their home in delightful surroundings at the Hill Farm, Stockbury, Kent. They propose to continue this meeting in 1923, with its distinctive features of open-air life and communal activities, but they are also undertaking to hold a larger gathering at the same time (the first half of August) at Roehampton, in Grove House, the property of which the Froebel Educational Institute has recently taken possession. This College and estate, comprising thirty-four acres close to Richmond Park, provides most admirable quarters for a Summer meeting of teachers, and there is little doubt that not only the old students of the Institute but many other teachers will be glad to know that the authorities of the Institute have invited the Uplands Association to hold a holiday gathering at Grove House. The courses of both meetings will deal with some of the problems of reform in school teaching which so greatly concern the minds of teachers at the present day. At Stockbury the study of drama and of dramatic methods in school, which was begun last year, will be further developed, while for Roehampton a number of practical courses in Arts and Crafts are being arranged under the direction of Professor J. J. Findlay, of Manchester.

Parents' National Education Union : Death of Miss Charlotte Mason.

All over the world teachers and parents mourn the loss of Miss Charlotte Mason, who died on January 16 at the age of eighty-one in her sleep, at the "House of Education" at Ambleside. Founder of that educational experiment and also of the Parents' National Education Union (in 1887), Miss Mason devoted her life to creating a system of education which should hold the balance between religious belief and what used to be called "secular" attainments. Her "Home Schools" became famous, and through them hundreds of children and private governesses were linked up in such a way that she was able to take a great personal pride in knowing each individual teacher within the system. The House of Education, moreover, has the distinction of being the only institution giving special training to the private governess. Miss Mason's own education was gained first at home (she was the daughter of a Liverpool merchant), then in various schools, and at a Training College at Chichester.

BLUE BOOK SUMMARY.

Local Government Officers' Superannuation.

In these days of Pensions problems, a brief outline of the recently passed Local Government and other Officers' Superannuation Act of 1922 may not be without interest. The only part of it which refers to teachers is section 16 (3), which governs the case of an administrative officer who has had teaching service.

The Act, unlike the Poor Law Officers' Superannuation Act of 1896, is merely permissive and requires formal adoption and confirmation by the Local Authority and approval by the Minister of Health. With slight modifications in nomenclature, the Act applies to Scotland. It may not be adopted by any authority which has not at least fifty "designated" established posts; though two or more authorities—including "undertakers exercising their powers under Act of Parliament"—may combine for the purpose.

The scheme is *contributory*, each officer being required to pay a flat rate of 5 per cent. of his annual pay towards the Superannuation Fund. This Fund is made up of (1) Employees' contributions; (2) an "equivalent contribution from the Local Authority"; (3) "transfer values" received from other Authorities where an officer takes service under another Authority; and (4) such annual amounts as an actuarial certificate are necessary to render the Fund solvent. None of this money is to come out of Exchequer grants, but is derived from the same "funds, rates and revenues" as bear the charges of salaries and wages (Sections 18; 26).

Contributions are returnable, but in cases of dismissal or resignation in consequence of misconduct only at the discretion of the Authority. The return (with compound interest) is obligatory where loss of office is due to reductions of staff or on account of ill-health, mental infirmity, bodily injury, or marriage (where resignation for that reason is required). On voluntary resignation or dismissal for incapacity, a return of total contributions without interest is to be made (Sections 9, 10, 11).

In case of death the Legal Personal Representative receives the total amount of contributions plus compound interest at 3 per cent. per annum; or if death occurs after superannuation has been paid, then the difference (if any) between the amount received and the contributions reckoned at compound interest to period of retirement (Section 12).

The Act provides for certain *gratuities*: (1) In case of permanent incapacity due to injury in the course of and arising out of the duty (but there is no provision for payment to wife or mother on death from the injury: as in case of civil servants under Section 1 (1) of the 1887 Act); (2) on retirement before title to superannuation; but these gratuities are not paid out of the Superannuation Fund (Section 23).

The *scale of superannuation* allowance is the same as that laid down for the Civil Service in the Act of 1859, viz., one-sixtieth of average salary for every year of service beyond nine up to forty; and in reckoning this, previous service with another Authority may be reckoned if transfer to the second Authority was made with the consent of the first. But if the first has not adopted the Act, the officer concerned must pay "the transfer value" as if it had been adopted (Sections 15 and 8 (2)). Section 17 makes provision for "contributory service" of less than ten years before retirement.

It remains to add that disputes under the Act between Authority and employee are to be settled by an *arbitrator* agreed upon by the parties; or, failing agreement, appointed by the Minister of Health.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

"Debtors to their Profession."

Under the will of the late Dr. Charles E. Vaughan, M.A., Litt.D., formerly Professor of English at Cardiff, at the Armstrong College, Newcastle, and till 1913 at Leeds University, a sum of £3,500 has been left to Leeds on trust for investments, and to award the income annually to the candidate in the departments of English, or History or Economics recommended by the Senate. If there is no candidate sufficiently meritorious in any one year, the sum is to be expended on books for the departmental libraries.

For Glasgow also.

Mr. Henry Mechan, of Mechans, Ltd., engineers and contractors of Glasgow, has made a gift of £25,000 to the University for the foundation of a Chair of Public Health.

More Public Spirit.

Two engineering scholarships will be competed for next March, one of £100, the other of £50 per annum, and tenable for three years at any University in the British Empire. The award is in the hands of a committee on which the Headmasters' Conference and Headmasters' Association are represented. The candidates must be seventeen and under nineteen on March 1, and papers will be set in English, mathematics, mechanics, and general physics. For this generous aid public thanks are due to Messrs. Norton and Gregory, Ltd., 1 and 2, Castle Lane, Westminster, S.W. 1.

Bath's Royal School.

The Royal School for the Daughters of Officers of the Army requires money for expansion. Founded at Bath after the Crimean War, it was enlarged at the end of the South African War. There are one hundred girls waiting for admission to-day, and £20,000 to £25,000 is needed to carry on the work. Any contributions should be marked "War Memorial," and sent to the Secretary, Royal School, 25, Haymarket, London, S.W. 1.

A Students' Bureau.

A Commerce Degree Bureau has been established by London University at 46, Russell Square, London, for the purpose of advising external students for this examination, and to assist them and other graduates of the University to obtain suitable employment. The governors of the bureau are well known business men.

"Prets d'Honneur."

Like to the "Loans of Honour" in vogue now in France and Belgium, the Kent County Council have approved a system of Loans to Students to replace the former grants given under the Education Committee's scheme of Training Scholarships and Exhibitions. These loans are for the purpose of enabling students to undergo a two years' course in a Training College, or a University Course; and as soon as the applicant is "in receipt of the financial recompense of trained professional work" he will repay up to 85 per cent. of the loan by easy instalments.

Pension Service Forms in Kent.

The Kent Education Committee have decided that in completing the forms in respect of service for pension purposes, any teacher appointed in the spring, summer and autumn terms shall be deemed to have been in the Committee's service as from January 1, May 1, and September 1, respectively for four months, and any teacher leaving the service on the last day of a term shall be deemed to have left on April 30, August 30, or December 31 as the case may be. This decision has been made after consideration of resolutions submitted by a Joint Committee of four Secondary Associations.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

At a Special Conference of the N.U.T. held on 29th December, it was decided by a large majority of the representatives to "volunteer" a reduction of 5 per cent. on all salaries payable on the allocated scales. The deductions to operate as from 1st April of this year and to continue until 31st March, 1924, when the matter will be reconsidered. The decision was influenced by fear of what might happen if the proposal of the Local Education Authorities' Panel was rejected. Acceptance was reported officially to the Burnham Committee on 5th January, whereupon the Local Authorities' representatives thanked the teachers for what they had done.

It now remains to be seen to what extent the Local Authorities will loyally accept the position created by the Burnham Committee. I anticipate that the great majority will abide by the agreement, but that some will not do so is certain. The Authorities' Panel recognise this and at the meeting on January 5th made provision for dealing with them. Both Panels agreed to set up a "Conciliation Committee" to consider hard cases. The Committee will in the first instance endeavour to arrange differences between authorities and their teachers in strictly rural areas in order to avoid the necessity of any immediate drastic action being taken by the Union.

In London—the key position—no decision has been taken by the Council up to the moment of writing, but it is understood the 5 per cent. will be accepted. As, however, there are cases under the agreement of 15th June, 1920, where the strict Burnham "equivalent scale" has been exceeded, it is expected many teachers may suffer an even larger reduction than 5 per cent. of their present salaries.

The Departmental Committee on Pensions is still receiving evidence. It is unfortunate the teachers' organisations are divided on the question of a contributory or non-contributory scheme. The N.U.T. has pressed for the existing scheme on a non-contributory basis. Other organisations favour a contributory scheme with a share in the management. The findings of the Committee are awaited with anxiety, and especially by teachers whose retirement under the age limit is imminent.

The London County Council, acting on a letter received from the Ministry of Labour, have decided to establish "Juvenile Unemployment Centres" during the next few months for young persons between the ages of fourteen and eighteen. From figures on the "live" register of the Ministry it is estimated that provision will have to be made for about 5,000, which number includes those between sixteen and eighteen years of age who will be compelled to attend the centres as a condition of receiving unemployed benefit. Instructors are to be paid 5s. an hour, plus 10 per cent. if employed part-time, and £7 per week for full time. Their service will not be recognised for purpose of superannuation. The scheme will mean a gross expenditure of £18,000, of which 75 per cent. will be borne by the Exchequer.

Bradford.

The teacher who was suspended by the Chairman of the Education Committee for teaching "Socialism" in a Bradford school has been reinstated. The kernel of his offence seems to be that he expressed the opinion that the Capital Levy was a good thing because in his opinion it would tend to reduce taxation. His opinion about such a matter may be sound or not, but if this was the gravamen of the charge it seems to have been given an exaggerated importance. A teacher of history may surely find himself expressing opinions on a variety of controversial subjects, without the fear of being called to book for political propaganda—socialistic or any other.

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

From Vol. I—No. 5, Tuesday, February 1, 1848.

Where are the teachers?—what are the schools?—who are the children who come from them? Alas! The answer to all these questions is discouraging. Every crime around us is a protest against what has hitherto been done—a demand for something better. I take up the Reports of the Statistical Society, of the Central Education Society, of the Committee of the Privy Council. Well, what do I find? In Liverpool, one teacher is reported to have professed to instruct in the use of the globes, and not to have understood the meaning of the word "hemisphere"; another is met at Manchester (an Irishman, I am sorry to say), rushing out of his schoolroom, with his pupils at his heels, and inviting the gentlemen who came to inquire into the state of his school and his modes of teaching, "to come and see the fight" going on with unusual ferocity in the neighbouring alley. A third, the mistress of a dame school, on being asked "what course of morals did she teach?" exclaimed, "Morals! why I thought it was a thing for girls"; whilst a fourth, an old woman, who kept a girls' school, had not advanced so far, and refused giving the return of the number of her pupils, saying she had never counted them, and being asked why she had not, replied, "she knew Scripture too well for that, she remembered what had happened to King David for imprudently counting his own subjects." (THOMAS WYSE, Esq., late Member for Waterford, at the Anniversary Dinner, College of Preceptors, at Freemasons' Tavern, January 12.)

We can see no reason why girls as well as boys should not be taught the *principles* of arithmetic . . . if teachers in ladies' schools would at once consign all cyphering-books to the flames . . . (Review of "The Young Ladies' Arithmetic.")

The Journal of Experimental Pedagogy is
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A Journal of Enquiry and Research in the Psychology, Philosophy and Method of Education,

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PERSONAL NOTES.

The New Head Master of Clifton.

Mr. Norman Whatley, M.A., Fellow, Senior Tutor and Lecturer in Ancient History at Hertford College, Oxford, is to be Head Master of Clifton College. Mr. Whatley, who is thirty-eight years of age, was educated at Radley College (he is now a member of its governing body), from which he won an open classical scholarship at Hertford. After taking a First Class in Classical Moderations and in the Final Classical School he became successively Fellow, Tutor, and Dean of the College. He is a member of the Hebdomadal Council of the University and of the Delegacies for the University Press, for Local Examinations, and for Military Instruction, and he was for some years a member of the City Council. He served in France as Captain in the Intelligence Corps and was mentioned in despatches. Dr. J. E. King, the present Head Master, will continue in office until the end of the summer term.

Mr. Edgar W. Abbott, LL.B.

Director of Education for Maidstone and District Education Officer, Kent County Council, Mr. Abbott has succeeded Mr. Percival Sharp as President of the Association of Directors and Secretaries for Education. In his presidential address, delivered on Friday, January 12th, he suggested that educationists are too quiescent, too apologetic in their demands, and that they need an "audacious enthusiasm."

Mr. Fisher in Retirement.

The late President of the Board of Education is by no means inactive although he is out of office for the time being. He is contributing a series of outspoken articles to *The Teachers' World*, and has accepted the post of Principal of the City of London Vacation Course in Education which opens at the beginning of August. He has also undertaken to deliver four public lectures at Reading University College during the present month on "The New International Order."

Miss Catherine Gordon.

The news that ill-health has caused the early retirement of Miss Catherine Gordon from the post of Chief Inspector of Women's Evening Institutes in London will be received with great regret. Her work has done much to inspire her colleagues and to bring before the women and girls of London the possibilities which attend efficient domestic management.

Dr. J. A. Gunn.

The University of Melbourne has appointed Dr. J. Alexander Gunn, of Liverpool, to be its Director of Extramural Education. Dr. Gunn, who is only twenty-six years of age, was educated at Oulton Secondary School and at Liverpool University.

Obituary.

Among prominent teachers who have recently died we regret to record the names of Sir Frederick Harrison, the well-known historian; Dr. Armitage Smith, Treasurer of the College of Preceptors and former Principal of Birkbeck College; Miss Charlotte Mason, of the House of Education, Ambleside, founder of the Parents' National Education Union; Dr. R. W. M. Pope, for thirty-two years Censor of Non-Collegiate Students at Oxford; Mr. H. Turville, a member of the Executive of the National Association of Manual Training Teachers and a representative of that body on the Teachers' Council.

At a meeting of Directors of Foyle's Educational, Ltd., a dividend of 10% on the Preference Shares for the year was declared. The Managing Director (Mr. Gilbert Foyle) reported that excellent business had been done during 1922, that many new accounts had been opened, and that there is every prospect of considerable developments in the near future.

NEWS ITEMS.

Gifts to Education.

Armstrong College has had the welcome bequest of £10,000 by the will of Mr. T. C. Milburn, ship owner, of Newcastle-on-Tyne. Mr. Dan Radcliffe has given £50,000 to the University of Wales.

Climbing Mount Everest.

The cinematograph lecture, "Climbing Mount Everest," is to be given to the L.C.C. children. After its run at the Philharmonic Hall, which ends on February 10th, it will be taken on tour, Captain J. B. Noel, the lecturer, going with it. The Tibetan music will be played and all the profits from its public exhibition are to be devoted to another attempt to reach the summit.

A Schoolmaster's Bequests.

Blundell's School and Charterhouse benefit by the will of Mr. Frederick Kennedy Wilson Girdlestone, who was for nearly fifty years an assistant master at Charterhouse, of which he was an old boy. He left a mass of material connected with Charterhouse to the Charterhouse Library, and to Girdlestoneites all his silver cups, etc., in trust to the House Master and the Head of the House for the time being.

The Dalton Plan.

Dr. T. Percy Nunn, Professor of Education in the University of London, and Principal of the London Day Training College, will lecture on "The Psychology of the Dalton Plan" to the conference of secondary school masters and mistresses organised by the Dalton Association (35, Cornwall Gardens, Kensington) to be held at Gipsy Hill Training College from April 24 to 27.

Juvenile Unemployment in Manchester.

According to reports, submitted to a meeting held in Manchester on 10th January, it is computed that there must be something like 5,000 young people between the ages of fourteen and eighteen in the Manchester district who are at present unemployed against their will. The figures were considered at a meeting convened at the Town Hall by the Council of Social Service and attended by representatives of the voluntary organisation, doing social and welfare work in the district. After full discussion it was agreed to ask the Manchester Education Committee to receive a deputation and to lay before it proposals which it was felt would materially assist the Committee to alleviate the situation.

Rose Mary Crawshay Prize.

The Rose Mary Crawshay prize for English Literature (£100) has been awarded to Miss E. C. Batho, M.A., Quain student in English, University College, London, for a study on James Hogg, the Ettrich Shepherd.

Practical Instruction in France.

Boys in Paris *lycées* are now able to attend on Thursdays and Saturdays ("off-days") at real workshops, for instruction in wood and iron work. The aim is to make them "handy men."

Pottery in the Soudan.

The art of turning pots on the wheel has been revived in the Omdurman School; it had been unknown in the country since mediæval times.

Married Women as Teachers.

The annual conference of the National Union of Women Teachers, held early last month at Cardiff, passed a unanimous resolution declaring that "the dismissal of married women teachers on grounds other than that of efficiency was opposed to the best interests of education."

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Equal Pay Again.

I do not think I shall serve any useful purpose in following Mr. Payne step by step through his answers to Miss Ervant, much as I might feel the desire to do so. He says of that writer that she proceeds along lines of assertion. For that matter so does he, and that is why I decline to follow him. He appears to think that the men's claim for higher pay rests upon assumptions of superiority. This is mere ignorance, as a very slight acquaintance with the men's case might have shown him.

I happen to know the men's case, and so Mr. Payne will not object if I inform him about one aspect of it. There are, he will no doubt be surprised to hear, many of us with quite sane and enlightened ideas about social and economic questions; many of us who (foolishly no doubt) attempt to meet selfishness and economic ignorance with logical and informed argument.

We admit the claim to equal pay, irrespective of sex or occupation, or social standing. We also admit—nay *urge*, the claim of the mother upon the state for endowment. These are ideal measures that anyone who surveys this mad and sorry world, and who looks forward to a sanely organised and equitable social and economic structure, must admit as essential. Mr. Payne is on *our* side. The South Wales miner, he tells us, has a family to keep on £2 per week; I might add that the unmarried woman teacher in London gets over £6 per week. Is this fair? Mr. Payne asks, "Does the teacher's family belong to a higher plane of humanity than that of the South Wales miner?" I don't quite see where this argument is going to lead us, but anyhow, while we *are* on this particular "tosh-horse" let us continue: "Does the teacher's family," I ask, "belong to a lower plane of humanity than that of the doctor, or of the butcher round the corner?"

The man "for his own comfort" takes a wife! Oh! Shades of Socrates! Not a word about the heritage of children, about marriage being a necessary and integral stage in the realisation of individuality, of Life. One might just as sensibly say "The man for his own comfort—for his own selfish purposes, goes on living, in the full knowledge that he is to lose 5 per cent. of his salary." Why then should he grumble—the remedy is in his own hands. My own private opinion, of course, is that these men get married and go on living out of mere perversity—just to have something to grumble about.

What can one do with "arguments" of this nature? I would like Mr. Payne to note carefully these two points.

- (1) Our social system is built up upon a basis of social standing, called elsewhere the "caste" system. It is *Money* that determines a man's position in the social system.
- (2) It is assumed, whether Mr. Payne likes it or no, that the mother is maintained by her husband, and so are the children.

Now let us for once free our minds of cant and prejudice and have a little clear thinking. The operation of the laws of supply and demand, together with the effect of the two principles enunciated, have decided that the doctor can make four or five pounds where the teacher makes one, or the fraction of one; have decided that the man teacher should get a sum of money which includes the support of his presumed wife and presumed children. Mr. Payne may not like this "presumption." Well, the figures are available if he is interested, but this at least should be remembered; if a married man finds his salary barely sufficient for himself and wife and finds himself precluded on this account from parenthood, it is a curious argument to flaunt his disability in his face and say, "There, you see, teachers *don't* have children to keep."

Of course this is all wrong; I have already "asserted" it and I reassert it. Equal pay for *all*; state endowment of motherhood; equal opportunity; removal of sex and social disqualifications; no more employment of married women whose husbands are wage earners; these are among the ideal measures that commend themselves to me.

Unfortunately, I live in the year 1923 and I see little chance of my ideals being realised—*this* year anyhow. Has Mr. Payne ever observed the fate and the results of any attempt to break suddenly through the existing state of affairs at any one point?

Thus it happens that one may in theory accept a principle and in practice attack it. This is what the L.S.A. member meant when he told Mr. Payne that "Equal pay is all right in principle, but it is not expedient." Personally I admire the sort of strong

intellect that says "If a thing's right, it's right," only it so happens that things do not always show themselves amenable to such heroic treatment. I submit, therefore, that when my ideal demands and my practical demands do not coincide, this may really be a perfectly logical and sane attitude to adopt. Mr. Payne cannot see this; for him white is white and black is black; I can't help seeing the half-tones, the blacks that look white and *vice versa*.

Any attempt to alter suddenly and in the interests of a mere fraction of the nation will be fraught with serious consequences to the majority. This is *not* assertion, this is capable of economic demonstration. Take a political parallel. We all agree, do we not, that the Czarist regime in Russia was corrupt. An attempt was made to alter it in favour of an altogether different economic theory, but, as the war also has shown, the delicate and intricate economic machinery of a modern "civilised" country is not to be interfered with safely, especially by people with no economic training or knowledge.

If Mr. Payne cannot see that among the evil results of an immediate grant of equal pay would be the infliction of a grave injustice upon the wives of men teachers, I fear his case is hopeless. "Assuredly," he writes, "the man who selfishly betrays the cause of the woman now is laying up a grievous burden for future years." And Mr. Payne is that man, for the woman I have in mind, and who claims my care, is the wife or mother; the woman he appears to denote is the unmarried woman teacher, already comparatively highly paid, who in a frantic desire to get more money (what an inexpressibly futile and childish hope!) is prepared to trample upon her married sister.

It is a little discouraging to find in this stage of a controversy (which probably bores your readers as much as it does me) old and exploded arguments being brought up again as if they had never been propounded and never answered. Mr. Payne really ought to have satisfied himself on this point. Personally I apologise for wasting your valuable space.

It is even sadder to find that after several years our case is still so liable to misrepresentation. Yours, FRANK H. DOUGHTY.

"A New Stimulus."

Your comment on my recent announcement of the application of electricity to the head for the treatment of certain mental conditions has only just been brought to my notice; and since, judging by your humorous remarks, you seem to be dubious of the possibilities of electrotherapy claimed by me, will you kindly allow me to make the following statement.

Let me point out, first of all, that the application of electricity to the head is as old as electrical treatment itself. Aldini, the nephew of Galvani, the discoverer of galvanism, in 1804, was one of the first to use the method for the relief of mental depression. But it was not until Faraday's great discoveries that electricity was extensively applied in medical practice. Its chief use was, of course, in the treatment of the various forms of paralysis.

Later, Du Bois Reymond, Duchenne, and Erb succeeded in establishing an electro-physiology of the brain and demonstrated the uses of electricity when applied to the living head, as for headache, insomnia, various forms of mental disorder, for the increase of brain energy and the more efficient manifestation of the mental capacities and dispositions. No one ever claimed that we can pour knowledge and experience into the brain. We can only stimulate the brain cells to more efficient action.

Further, for the last fifty years both in European and American Universities experiments have been performed with electric currents applied to the brain of animals, resulting in the location of definite centres of motor and sensory activity.

Both in France and Germany brain and nerve specialists are trained in the application of electrotherapy. Only in England is this form of treatment left almost entirely to unqualified practitioners, and this may account for the low esteem in which electrical treatment is held in this country.

Electrotherapy is a science on which big works have been written by specialists. I myself have had five years' experience in hospital practice and twenty-five years' experience in private practice; so that my opinion, even if you are not in agreement with it, is deserving of more serious consideration than you have given to it, and as indeed it is receiving from the various colleagues who have applied to me for instruction.

Yours faithfully,

57, Wimpole Street, W.C. 1. BERNARD HOLLANDER, M.D.



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NEWS FROM THE PUBLISHERS.

The house of GEORGE NEWNES announces a new "Outline" to be planned on the lines of their two previous successful productions. The new work is to be "An Outline of Literature and Art," and it is produced under the joint editorship of Mr. John Drinkwater and Sir William Orpen. The aim of this work is to give a vivid idea of the great writers of all ages. Every great writer in the history of literature is clearly "placed." The story of his life is told and the characteristics that have made his work famous are explained. Starting with the classical myths and legends, the Bible, the Koran and other religious books, the work ranges from Homer to Hardy and includes, in outline, the literature of every country. This unique book will embrace The Outline of Art, which forms a separate section. Here the main purpose is to reproduce as many as possible of the greatest pictures of the world, and to say enough about the painters for the reader to understand what are the peculiar characteristics and what are the qualities of the work that make it beautiful and inspiring. The Outline is to be issued in about 24 fortnightly parts. The first part will be published on February 2nd. Like the previous Outlines, it will be sumptuously illustrated, there being no fewer than 1,000 illustrations, many of them in full colours.

Londoners are notoriously ignorant of their own wonderful city, and most of us would make bad guides to our country cousins wanting to study its history on the spot. Here and there, as we go about our daily business, we are aware of a neat blue and white disc in the wall of some old house telling that here some celebrated man or woman lived (there is one a few doors from the office of the EDUCATIONAL TIMES); but how many of us could pass an examination in the history of London as told in its architecture? The L.C.C. comes to our aid with its Survey of London, eight volumes of which have already been published, and MESSRS. BATSFORD announce a new volume, this time on the parish of St. Leonard's, Shoreditch, with many illustrations. London teachers, at any rate, should know all about this series.

"Clever little experts"—to borrow an illuminating phrase—are numerous enough, and heaven help us if the problems of education were in their exclusive care. Fortunately we have also the idealists to keep our vision clear, and the new edition of Giovanni Gentile's "Reform of Education," with an introduction by Benedetto Croce, is welcome. It is announced for immediate publication by MESSRS. BENN BROTHERS, who draw attention to its purpose as an introduction to Gentile's philosophy and its attempt to take the problems of education out of the sphere of technical and administrative detail and to connect them with the fundamental problems of human life.

A new edition of "Pitman's Dictionary of Book-keeping," in twelve sixpenny parts, is being published by MESSRS. PITMAN. The alphabetical arrangement, the many cross references and the fully worked examples greatly enhance its usefulness, and students and teachers, as well as those already practising, will find Mr. R. J. Porter's work a valuable *vade mecum*, more especially as examination time draws near.

A new novel by Michael Sadleir, author of "Privilege," and an occasional contributor to the EDUCATIONAL TIMES, will be read with interest. "Desolate Splendour" is its title, and MESSRS. CONSTABLE will publish it shortly. The monthly lists issued by this firm are, so far as we know, pioneers in letting authors tell us how and why they wrote this or that book. It is at any rate a more sober method of appeal than the fashionable shrieks on glaring paper "jackets" about some new books issued by some publishers of late.

How many people who spend hours in railway trains every day could draw a correct map of our great railway systems, now that they have undergone amalgamation? There is no need! For something like half-a-crown you can invest in a map to put in the pocket, and thus you will be proof against any awkward questions on the matter. Small boys will love this new production of MESSRS. GEORGE PHILIPS.

If the world is ever to be at peace it must be through a linking up of the nations inhabiting it. And how is this to come about unless our children grow up to the ideal? In "The Fight for Peace" (MESSRS. G. BELL AND SONS), Mr. H. Spaul presents the work of the League of Nations in story form, and the foreword by Dr. C. W. Kimmins, late chief inspector of the Education Department, L.C.C., gives it a good send-off. Teachers would do well to get a copy.

What was the exact site of the old Globe Playhouse? An interesting book on the subject is promised from the CAMBRIDGE UNIVERSITY PRESS, and the views of the architect-author (Mr. G. Hubbard) will no doubt be hotly contested. Other forthcoming books from this house are "Women Writers of the Nineteenth Century," by Marjory A. Baird, M.A., Ph.D.; an addition ("Much Ado about Nothing") to the New Shakespeare Series edited by Sir J. A. Quiller Couch and J. Dover Wilson; "Lucretius," Book I, edited by J. D. Duff, M.A.; "From Montaigne to Molière," by A. Tilley, M.A.; and in "Jeremiah the Prophet of Hope," by J. D. Stephen, there should be some surprises, that prophet being as traditionally melancholy as the popular conception of a certain Dean.

MESSRS. LONGMANS, GREEN AND Co.'s monthly list is so packed with good things that we cannot do better than advise our readers to get a copy of it from their booksellers. A new volume of Dean Inge's "Outspoken Essays"; another "Louis Napoleon (the Recovery of France)," by the Rev. F. A. Simpson, Fellow and Dean of Trinity, Cambridge; a "Comprehensive Treatise on Inorganic and Theoretical Chemistry," by J. W. Mellor, D.Sc.; "England under the Restoration," by Thora G. Stone, M.A., and several additions to the Pocket Library, including "Relativity: a Systematic Treatment of Einstein's Theory," by James Rice, Lecturer in Physics at Liverpool University, are among the plums we have pulled out at random.

"A book crammed full of commonsense from start to finish"—in these words the Headmaster of Uppingham describes "A Man in the Making," a book for boys from twelve to sixteen published by the S.P.C.K. Other new volumes from the Society are Vol. II of "A History of the People of England" (1485-1688), by A. D. Greenwood; "Good Men without Faith," by Bishop Pollock, of Norwich; and "The Prelude to the Reformation," by R. S. Arrowsmith.

In our review of "Main Currents in World History" (RIVINGTON'S) last month the word "Main" was misprinted "Brain."

"Commonsense Grammar," by P. A. Barnett, M.A., formerly H.M. Inspector of Schools and Chief Inspector for the Training of Teachers, may be expected shortly from the house of CHRISTOPHERS. The book is designed as an introduction to the study of grammar and a re-statement in simple terms of the commonest grammatical notions.

O. Ourang-Outang, the Man Monkey so grim,
But pray do not think man related to him.

So runs the couplet under the picture of the Ourang-Outang in an old "A.B.C. of Beasts for Me" which graced the nurseries of our parents. Who man's true relatives are will be found in the fascinating pages of "Animals of All Countries" which MESSRS. HUTCHINSON are bringing out in fortnightly parts. Judging from Part I this work is one which will be greedily absorbed by every schoolchild in the kingdom, and a professor of biology to whom we showed it could hardly be weaned from its beautiful reproductions, many of them in colour. What more can be said for it than this?

In the new Clarendon Bible, the first volume of which the OXFORD UNIVERSITY PRESS has almost ready, we are promised many novel features. The first volume is the Acts, with an introduction by Canon A. W. F. Blunt. The series is intended for the "large and growing class of persons who, however strongly they may believe in inspiration, cannot base their interpretation of the Bible on verbal inspiration."

MR. H. G. WELLS.

Mr. H. G. Wells would seem to be the most indefatigable literary man of the present day. Only a few weeks ago the House of Cassell published his "Short History of the World," a work which ran into over 400 pages, and this is now to be immediately followed on the 18th inst. by the Definitive Edition of his famous "Outline of History," which has been amply revised with much new material and various new illustrations. It has been brought right up to date, and in his last chapter Mr. Wells deals with present day events, including those of 1922, pointing out their strengths and weaknesses and whither they tend. The industry represented by these two large works is enormous, but still another volume from his pen is promised by the same publishers this Spring. This will be a novel called "Men Like Gods."

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LITERARY SECTION.

NOTES ON RECENT PUBLICATIONS—EDUCATIONAL AND GENERAL.

BOOKS AND THE MAN.

Adam and Eve.

The Consultative Committee of the Board of Education was faced by no light task when it undertook to report on the question whether greater differentiation is desirable in the curriculum for boys and girls respectively in secondary schools. After reading the report, which with the introduction and appendices, runs to 200 pages, I am moved to admiration by the thoroughness with which the work has been done. The introductory chapter is a masterly survey of the problem, while Chapter I gives a most useful and concise history of the curriculum in secondary schools. These contributions furnish an excellent background for the report proper, which proceeds to examine the existing curriculum and to give certain criticisms that were submitted by witnesses before the Committee.

These criticisms tend to show that there is probably no necessity for any explicit differentiation between boys and girls up to twelve years of age, although for physical training it was suggested that differentiation might begin at eleven. In the middle and later period of school life many witnesses thought that the curriculum was modelled too much on the lines of University requirements and on those of external examinations in general. This was held to account to some extent for the fact that the existing curriculum is often held to fail in the development of those qualities of initiative and responsibility which are of value in after life. It was urged that some definite steps should be taken to encourage the habit of independent thought, and to this end it was suggested that the curriculum might be lightened in some respects in order to provide more opportunity for independent work and practical study. In particular it was desired by some witnesses that more scope should be given to the heads of schools in arranging advanced courses to suit the needs of individual pupils.

After two years of work the committee finds itself unable to suggest that there should be any further differentiation in the curriculum or in fact that there need be any differentiation at all, provided that the curriculum is wide enough to afford scope for the special needs of individual pupils. The differentiation suggested is one of speed, and it is strongly urged that girls should proceed more slowly than boys in their early teens, being allowed to take the First School Examination a year later than their brothers. A valuable memorandum by Dr. Adami, Vice-Chancellor of the University of Liverpool, supplies the scientific justification for this suggestion. The main recommendations of the committee may be summarised thus:—

1. That greater freedom should be introduced into the curriculum both in boys' and in girls' schools, but more especially in the latter, and that the Regulations both of the Board of Education and of examining bodies in regard to the number of subjects to be offered should be modified accordingly.

2. That the matriculation requirements of certain universities which at present determine with undue rigidity the curriculum of the upper forms, both in boys' schools and in girls' schools, should in the interests of freedom be relaxed.

3. That the curricula and time-tables of schools should be modified in order to allow boys and girls, but more especially senior girls, more free time in which to develop their own individual interests.

4. That a more prominent and established place in the ordinary curricula of schools both for boys and for girls should be assigned to æsthetic subjects, including music, art and other forms of æsthetic training, and that special

attention should be paid to developing the capacity for artistic appreciation as distinct from executive skill.

5. That, while all candidates for a First Certificate should be required to pass in English in Group I, the Group containing music and art (Group IV) should be accorded full parity in the First School Examination with Groups II and III.

6. That music should be made a principal subject for the Second School Examination.

7. That the present arrangements for advanced courses should be made more flexible in order to provide a wider field of choice; and, in particular, that a clause should be inserted in the Regulations for Secondary Schools empowering the Board to approve at their discretion syllabuses for advanced courses in suitable combinations of subjects, including music and art.

11. That in girls' schools the organisation of games should be left more to the girls themselves on the lines adopted in most boys' schools, and that games mistresses should not supervise girls' sports so much as at present.

12. That girls should, as a rule, be encouraged to take the First School Examination about a year later than boys; and that if and when State Scholarships are again awarded, the regulations for girl candidates should be modified accordingly.

13. That in girls' schools the pressure of external examinations, which is in our opinion responsible for much over-teaching and for the unduly passive attitude of many pupils, should be reduced wherever possible.

14. That more attention should be devoted by parents, head mistresses, and school doctors to the possibility of taking suitable precautions for the protection of girls against physical fatigue and nervous overstrain.

15. That in girls' day schools and in other day schools attended by girls steps should be taken to reduce the amount of preparation required from girls, which, in some instances, is at present excessive in view of the relatively heavy domestic duties often performed by them in their homes.

16. That the morning session in girls' schools should not exceed three and a half hours.

17. That the Board of Education should encourage the provision in secondary schools of courses adapted to the needs of non-academic pupils above the age of fifteen who desire to remain at school for a further period.

19. That further enquiries should be undertaken with a view of ascertaining what games and physical exercises are most suitable for girls of varying ages, more especially day girls, in the different types of schools.

21. That further consideration should be given to the whole problem of the curriculum and organisation of junior schools and departments in its bearing on the future education of the pupils, more especially in girls' schools.

22. That the various subjects of the curriculum should be taught in closer correlation with one another.

23. That the methods of presenting those subjects, which are found in practice to be uncongenial to a number of pupils, should be revised with a view to rendering the teaching of such subjects more practical, and to showing their bearing on other studies in which the pupils may be more directly interested, and also on the affairs of everyday life; and, in particular, that the vocations which in any district touch subjects of the school curriculum should be utilised for the purpose of making the school work more concrete.

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Prolegomena to Analytical Geometry

in Anisotropic Euclidean Space of Three Dimensions. By E. H. NEVILLE, late Fellow of Trinity College, Cambridge, Professor of Mathematics in University College, Reading. Large Royal 8vo. 30s net. The first half of the present work is an account of the principles underlying the use of Cartesian axes and vector frames in ordinary space. The second half describes ideal complex Euclidean space of three dimensions, that is, three-dimensional "space" where "coordinates" are complex numbers and "parallel lines" do meet, and develops a system of definitions in consequence of which the geometry of this space has the same vocabulary as elementary geometry, and enunciations and proofs of propositions in elementary geometry remain as far as possible significant and valid.

Memorandum on the Teaching of English.

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REVIEWS.

Education.

PRINCIPLES AND PRACTICE OF SCHOOL GARDENING AND CONNECTED HANDWORK: by H. W. Gunston, F.R.H.S., and C. W. Hawkes, A.C.P. (Sir Isaac Pitman and Co. 6s. net.)

This remarkably useful contribution to the pedagogics of handwork marks a new departure in school gardening. Full of information, it obviously reflects the experiences actually gained in a garden, and set forth with all the enthusiasm of those who love their craft, and find themselves in complete accord with Bacon's dictum—"God Almighty first planted a garden, and indeed it is the purest pleasure."

Throughout, the pedagogics and psychology of the subject are kept well to the front, and the bold meeting of difficulties and objections not only indicates the confidence of its authors in the truth of their contentions, but will prove very helpful to the beginner who desires to convince sceptics with whom he is sure to come into contact.

The subject matter is arranged in logical sequence. The illustrations are helpful and suggestive, and the copious references to standard works indicate careful research on the part of the authors in order not to put forward uncorroborated evidence.

As a practically complete course in scientific research, within the capacity of the average child, and almost equally adaptable for town and rural schools, the chapter on Schoolroom Experiments is worthy of great praise. The chapter on Flowers, so full of delightful suggestion, is all too short, and one cannot but regret that in these days, when a tendency towards a utilitarian reaction in education is beginning to manifest itself, more space could not have been spared for this section. However, the deficiency is somewhat atoned for by the section dealing with the Assembly Point, which is full of artistic and social possibilities, and should, if faithfully carried out, add much to the human side of school life.

Much valuable information on the important subjects of fruit culture and manuring is contained in the book, and on this account it may well appeal to many amateurs as distinct from educational gardeners.

The section devoted to correlation is natural, free and unforced, and one misses the usual effort to justify the claims made, so often and sometimes so painfully obvious in articles dealing with this branch of educational practice.

All schools are not so favourably situated as to garden sites as apparently is Long Ashton. The grounds shown on page 35 are evidently unique in situation and extent; and yet without "The Vision" may have been a very ordinary school garden, or even merely a piece of grazing ground.

The whole book pulsates with the spirit of freedom and of adventure into realms of knowledge, and appeals so forcibly to reasonableness and common-sense that it is impossible not to respond. Free from unnecessary technicalities and, while making no claim to literary form yet very readable, it is undoubtedly a book to buy, not merely to read, but to make a constant companion of.

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Classics.

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Admirers of Mr. Benson's essays will find this volume exactly suited to their taste, for his verse possesses the same qualities of graceful ease and polite urbanity that distinguish his prose. On the other hand, those who feel the Master's correctness a trifle overpowering and would be glad to discover a grain or two of folly will again be disappointed. The Anthology contains a good many poems that hover on the border line of the permissible, but there is nothing there to offend the most delicate sentiment, nothing that might not be read aloud to a circle of maiden aunts. Mr. Benson does, it is true, give specimens of such ruffians as Strato and Lucilius; but he wisely chooses pieces that are quite anodyne. The epigram on the dead poet Entychides, for example, is an excellent specimen of scholastic playfulness, where equal credit may be given to Lucilius and the translator—

"So Brown, most prolific of poets, is dead!"

I must warn the departed that Brown's on his way,

With an armful of manuscripts, read and unread—

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In gentle humour such as this Mr. Benson is at his best; he is less successful in dealing with the love poems. But then, in spite of the title, it is difficult to picture the editor of Queen Victoria's letters in the part of the goat-footed god, "*nympharum fugientium amator*."

F. A. W.

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(Continued on page 84.)

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Geography.

THE WORLD ABOUT US: A STUDY IN GEOGRAPHICAL ENVIRONMENT: by O. J. R. Howarth, Sec., British Association. 94 pp.; 9 sketch maps. (Milford, 2s. 6d.)

Small in size, rich in useful facts, Mr. Howarth's manual contains eight concise chapters on environment, migration, transport, political states as affected by environment, etc. The geographical philosophy (if one may so speak) is enlivened by shrewd and good-humoured comments. Observe Mr. Howarth's equality of politeness to Yorkshire and Devonshire:

"We can draw contrasts between the volatile, excitable temperament of man under the genial Mediterranean sun (tending towards lethargy when that sun becomes something more than genial), and the staid northerner of the Baltic lands, influenced by conditions of climate less soft and, if they may be so described, less gaily-coloured. We may apply the same comparison to the characters of a village in gentle Devonshire and one in the bleak uplands of Yorkshire—to the detriment of neither, but to the revelation of obvious differences.

A valuable survey of the relations between geographical influences and political conditions cites Mr. J. McFarlane's hint (1920) that the flat borders on the east and west of Poland might act as a temptation to wander out. This statement, says Mr. Howarth:—

"indicates precisely what the Poles started to do as soon as their chance came; under their subsequent settlement with Soviet Russia they 'pushed their extreme frontier further in that direction, at the expense of the White Russians, almost to the gates of Minsk."

Excellent notes are furnished on roads and railway-routes. Local applications of the principles of regional survey are derived from the south-western portion of the Isle of Wight and the district of Sevenoaks.

F. J. G.

JOURNAL OF GEOGRAPHY, September and October, 1922. (A. J. Nystrom, Chicago. 25 cents each.)

The October issue has a useful article on "The Approach to Shanghai," while the September issue is taken up with a series of invaluable articles on select cities of the United States. These articles deal very fully with New York, Philadelphia, Cleveland, Cincinnati, Minneapolis, St. Paul, St. Louis, and Seattle, and contain much information not obtainable from English sources.

E. Y.

Chemistry.

SMITH'S INTERMEDIATE CHEMISTRY: by James Kendall and Edwin E. Slosson. (The Century Co., New York, 1922. G. Bell and Sons, Ltd., London. xv+566 pp. 8s. 6d. net.)

This is really a revised and rewritten edition of Alexander Smith's well-known Intermediate Text-Book of Chemistry. For what is meant by "Intermediate" it is necessary to refer to the introduction in the first edition, where it is stated that it is longer than the Elementary Chemistry and shorter than the College Chemistry. Even with this statement it is difficult to classify it for English students, since it is above the Matriculation standard, but insufficient for the Intermediate. Nevertheless it is a book which can be heartily recommended for Matriculation students, since the matter is so arranged that parts not wanted can readily be left out, and the subject is dealt with in such a

way that the student cannot fail to be interested and educated at the same time. There is a new introduction which is characteristic of the hand of Slosson and the order of the subject matter, after the first fourteen chapters, has been rearranged. Several new chapters, dealing chiefly with plant chemistry and synthetic products, have been introduced and the subject matter brought up to date.

Unfortunately some of the errors in the first edition have been perpetuated. It is doubtful whether the experiment with zinc chloride given on p. 53 would give even approximately quantitative results in accordance with the equation given, and on p. 506 lead disulphate $Pb(SO_4)_2$ is spoken of as lead persulphate, which is PbS_2O_8 . Also the preparation of hydrogen peroxide, as described on p. 222, would give very poor yields. On p. 409 the experiments on the plasmolysis of plant cells are ascribed to Pfeffer instead of to De Vries. There are misprints on pp. 214, 220, 243, 322 and 456.

In a book of this nature the question may be raised as to whether it is advisable to deal with such substances as aldehydes, ketones, dyes, perfumes, drugs, etc. They perforce have to be dealt with in such a way that the student is not truly educated, but merely given information which he memorises without necessarily understanding it. The chapter on Radium, Atomic Energy, and Atomic Structure is better written than in most books of this kind, but it is necessary to take for granted that the student has a more extensive knowledge of physics than is usually assumed at this stage. It may be queried as to whether the present tendency to (endeavour to) teach elementary students the results of the most recent researches on such subjects as Isotopes, Crystal structure, etc., is an advance in the right direction. Only too often can such students repeat by rote the information gained and yet be woefully deficient in their knowledge of the ordinary subjects of elementary chemistry.

T. S. P.

History.

(a) **THE GROWTH OF ROME:** by P. E. Matheson. (Oxford Press. 2s. 6d. net.)

(b) **ANCIENT ROME: Lives of Great Men:** by M. A. Hamilton. (Oxford Press. 2s. 6d. net.)

(a) This is an excellently produced little compendium, which within the compass of less than one hundred pages contrives to give a readable summary of the outlines of Roman history. On the whole we are doubtful of the real use of such sketchy books, as all such must of necessity be. They are far too superficial for the serious student, and will hardly attract the general reader because of this same characteristic. This particular book is an excellent digest of better known books, but we think it will be read after more serious study rather than before it. A word of praise is due to the excellent illustrations.

(b) Here we feel that the compiler has chosen a much safer line of treatment than that of the book noticed above. Miss Hamilton has worked with knowledge, skill, and enthusiasm, with the result that the book has nothing of sketchiness about it and rings true and authentic. The "lives" selected are representative and are treated by actual extracts (excellently translated) from classical authors and by running commentary. Pupils of all ages who read this book will catch something of the classical spirit. It should be immediately popular.

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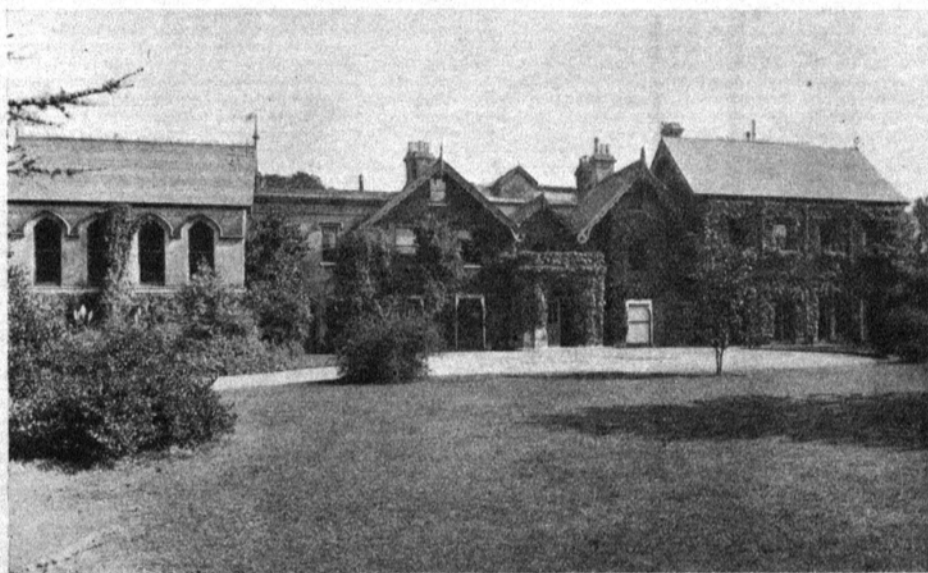
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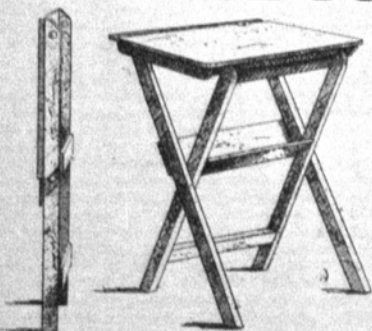
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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MARCH, 1923.

NOTES AND COMMENTS.

Staff Work.

A contributor to one of our educational journals has lately aroused considerable comment by the suggestion that the new Permanent Secretary of the Board of Education, when appointed, should be allowed to devote some months to a preliminary survey of his task. There is much to be said for this view, and it is possible that with a longer time for careful reflection and the exercise of foresight certain recent administrative errors might have been avoided. It is possible, indeed, that the plan might be extended so as to bring in the chief of the new Secretary's colleagues, in order that we might have something resembling a general staff to direct the campaign against ignorance, just as we find it necessary to have a general staff to direct a campaign against hostile armies. It is to be presumed that such a staff would be ready to avail itself of the experience and knowledge of teachers and local administrators, for among these could be found many who would be able to advise the central administration on matters of general policy. The present state of affairs seems to be marked by a growing feeling of hostility on the part of Local Authorities towards the Board and little if any appeasement of the feeling of dissatisfaction among the teachers.

Public Assistance.

Mr. Geoffrey Drage, Chairman of the Denison House Committee on Public Assistance, has recently exhibited his power of logical statement by relating expenditure on education to the output in tons of a manufacturing firm. By this method he was able to show that the cost of education *per ton* had increased elevenfold since 1914. In his eagerness to make our flesh creep or our blood boil this eminent financier omitted to reveal the connection between education and the tons in question, nor did he pause to give us the number of tons in each case. Yet it would be easy to demonstrate by his method that the burden of educational expenditure is growing less. It is possible to find a firm making motor cars which turned out only fifty cars a year in 1914 and is now turning out five hundred. Even allowing for the necessary extension of premises it is certain that the education rate per car has gone down. Mr. Drage's Committee links together poor relief and State education as forms of public assistance. There is surely a great difference between the two kinds of expenditure, and it is time for us to realise that a national system of education is not to be justified on the ground of philanthropy but solely on that of national welfare. Moved by pity we may save John Smith from starvation, but a more selfish motive will lead us to save him from growing up in ignorance.

Preparatory Departments.

In the interests of economy the Preparatory Departments of the State secondary schools are to be closed as soon as possible. On the ground of logic there is little exception to be taken to this proceeding, since in theory the State elementary schools furnish the proper portal to State secondary schools. In practice, as everybody knows, the State elementary schools are too often regarded as a form of cheap provision for the poor, giving an education which is to be strictly confined to the rudiments and given under conditions which permit of large classes, ill-qualified teachers, and ill-equipped premises. Parents who are anxious to secure for their children the best possible advantages are often led to avoid the public elementary schools, especially in the southern counties. The compulsory closing of Preparatory Departments will tend to encourage the development of independent preparatory schools outside State control, and many of these will be of doubtful efficiency educationally, so that their pupils will find it difficult to pass the entrance test for the State secondary schools. This may lead to the total exclusion of many middle-class children from the State system of education and to a further strengthening of the belief that the State schools are intended only for the poor. Instead of being used as a solvent of social distinctions, education will thus serve to increase them.

Teacher Representatives.

Under the Act of 1902 it is possible for the Local Education Authority to co-opt teachers or to invite associations of teachers to appoint representatives to the Education Committee. The option thus provided under the Act has been ignored by some Authorities, and teachers are disposed to press their claims to representation. It may be doubted, however, whether the co-opted teacher member of an Education Authority is in the best position for influencing policy. Unlike his colleagues on the Committee, he is not responsible to the ratepayers, a fact of which he is frequently reminded when he puts forward proposals involving expenditure. Difficulties arise, also, from the fact that the teacher is often a paid servant of the Authority on which he is serving, and whereas a contractor for public works is not permitted to engage in a contract with a public body of which he is a member the teacher representative is in the anomalous position of being a member of a public body with which he has a permanent contract of service. From the constitutional point of view it would be a sounder practice to have an advisory committee of teachers to which certain definite items of policy should stand referred for consideration and report, while the committee itself should have power to suggest fresh items for consideration by the main body.

Supply of Teachers.

Some fifteen years ago there was a surplus of teachers at the time when students were leaving the training colleges and seeking employment. At Sheffield one disappointed young man became a cab-driver *ad hoc* and placarded his vehicle with the information that he had been trained as a teacher at considerable cost to the rates and taxes, only to find that the public had no need of his services. We are now finding no need for the services of scores of young men and women who have been trained as teachers. Fresh from college and with depleted resources they are looking in vain for posts. Presently they will give up the search and turn to other occupations or go abroad. Soon afterwards we shall discover that there is a shortage of teachers and the convenient "motherly woman" will be called upon to serve. This kind of thing is called administration. We have thirteen hundred officials, many of them carefully selected from the best brains of the country, and their salaries and equipment cost a million pounds a year. It is difficult to understand why we should be so ill-guided. The President of the Board has promised to appoint a Departmental Committee to review the position of training colleges. He will do well to ask the Committee for a report on the whole problem of the supply and training of teachers.

To Leap Better.

Speaking at the annual dinner of the London Head Teachers' Association, the President of the Board declared himself to be an optimist, and suggested that the present state of education was a temporary recoil which would enable us to take a big leap forward very soon. In military language he spoke of yielding to an overwhelming force and claimed that education had not done more than give up a little advanced ground. It had retired a little way and had dug itself in, ready for a further advance when the enemy showed signs of weakening. It is comforting to discover optimism in high quarters, and Mr. Wood shows already that he is in no mood to accept permanent defeat for his department, but his military metaphor hardly fits the situation. Education cannot dig itself in without danger to those whom it exists to benefit. While we are waiting to leap forward the children are growing up, and so far as they are concerned there will be no advance. Every set-back for education means the permanent loss of opportunity for many thousands of our future citizens. Those who believe in education are ready to follow a courageous lead from the President without waiting too long for the enemy to weaken or to dig himself in.

The W.E.A. and "Economy."

The Workers' Educational Association has no intention of permitting the case for education to go by default. It has recently issued an important letter signed by a number of eminent men and women, in which it is declared that economy upon education is usually the worst kind of extravagance. We are told that our schools are turning out children of fourteen at the rate of 600,000 a year to recruit the vast army of one-and-a-half million unemployed. These young people often find employment in casual occupations which afford no training or opportunity for gaining knowledge and skill. This state of affairs might have been avoided if the scheme for Continuation Schools had been carried out. This would have involved a charge of less than ten millions in the next five years. Measured in money our present neglect will cost a much greater sum. In another way our refusal to extend opportunities of secondary education is a deliberate waste of valuable material on which we ought to have been eager to invest money. We should have been wiser to raise an Educational Loan, if necessary, rather than allow our educational system to fall into its present state.

THE BONFIRE.

*What do you there, my merry men,
And what is it you burn?
And why this bonfire leaping high?
The reason I would learn.*

*'Tis not a store of autumn leaves,
Brown, russet, red, and gold,
But sheets of paper, what are they,
If I may be so bold?*

*With laughter did the elfin men
Make all the woodland ring;
Cried one—We're burning last year's batch
Of poems on "The Spring."*

*We must get rid of them because
For new ones it is time;
The poet folk are hard at work,
And hunting for a rhyme.*

*Oh wait, oh wait, my merry men,
And you, good Master Elf,
Till I run home and fetch the ones
That I did write myself!*

SHEILA E. BRAINE.

GIRL VERSUS BOY IN SECONDARY SCHOOLS.

By J. L. PATON, High Master, Manchester Grammar School.

The Consultative Committee's report is timely. The last few years have seen a change which almost amounts to a revolution in the status of women—a change to which the slow developments of the last eighty years have been leading up. Politically, economically, professionally, woman has come to her own. In the early Victorian days the theory was that one half of the world should be fully developed for the practical business of life, the other half was to be ornamental, pleasing and willing to be pleased, ready to follow man's lead, adaptable to his needs and his convenience. And woman was educated, or rather miseducated, accordingly. The old evil tradition still lingers in certain Epicurean social strata. And the result is that, as Dr. Bernard Hollander tells us, "in men most illnesses are due to nervous exhaustion, while those of women are mostly due to restricted energies." But this applies only to the well-cushioned life of the Epicureans. The days of "restricted energies" for woman are past. In industry, in commerce, in study, in politics, in everything except salary, she takes her stand as an equal side by side with man.

A fact like this has enormous educational implications. If woman's powers are to have free scope for development like those of man, she must have an education as complete as his. But on what lines? Should it be on the same lines as man? That is the question the Committee had to consider. The volume they have published probes every aspect of this big question. The chapter on the history of the curriculum is itself a notable contribution to the story (yet unwritten) of Education in England. The physiological basis, the psychological basis, the influences of tradition and social environment, all these are fully estimated. The conclusions that practical teachers have drawn for the handling of both boys and girls, whether separately or together, all these they give us; everything is given us except an index (this omission being probably a symptom of what *Punch* calls "financial stringency"). This thorough probing of the "suppressed premises" of our educational practice is even more valuable than the historical summary. For the higher education of women made a wrong start. Miss Beal and Miss Buss deliberately took the line of challenging men on their own ground. We do not blame them. Woman's intellect was regarded as inferior to that of man. The way they chose was probably the most effective way at the time; perhaps the only effective way of demonstrating to the world that this was a fallacy. Girls must take the same curriculum, and present themselves for the same examinations as men. They must tackle the toughest subjects, and show themselves equal to the best men in those subjects. When Miss Philippa Fawcett came out "above the Senior Wrangler" and Miss Agnes Ramsay "above the Senior Classic," that question was settled, the mouth of the caviller was stopped; prejudice had to surrender. But there was loss, imponderable but real. It was not the right way. It is well that those days were shortened.

But that was only a preliminary. The sister had proved her indefeasible right to an education equal in

quality and in scope to that which her brother enjoyed. But here two new questions emerge. First, should that education be on the same lines as that of the boys? Next, in view of the answer to this first question, does differentiation necessarily demand separate schools?

The Committee's answer to the first question is clear, considered, and in view of our present knowledge and present social conditions, it is final. There must be modifications as between boys and girls, both in the mental curriculum and the physical, both in manner, training, and sport. These results were summarised in our February issue. Practically all of them have been anticipated in the real co-educational schools of to-day. Three points call for notice. In the first place, while the girls have learned much from the traditional curriculum of the boys, the boys have also much to learn from the girls. The most eloquent passage in the report—the most eloquent passage I ever encountered in any Government publication—is the passage on page 68, which pleads for music as an essential part of a complete education. It does not need a higher critic to suggest the authorship when the chairman of the committee was Sir Henry Hadow.

The second point concerns the Dalton Plan. This new experiment finds, I believe, no mention. And yet to teachers who are attempting it, especially in dual schools, it would have been helpful to know how far self-activity might be expected to answer in the several subjects of the curriculum for boys and girls respectively.

The third point is with regard to fatigue. The girl tires sooner and takes longer to recuperate. What this involves for the spacing of school hours is worked out by a committee. But the question of holidays is equally important, and this the committee ignores.

The question of co-education the Committee do not face. It does not fall strictly within the terms of their reference. Yet this is the question at the back of one's mind all the time as one reads. It is a question on which the Board should have a policy, and public opinion should have a lead. It is assumed by most education authorities that a dual school is founded for reason of economy and convenience; that really it is abnormal, and as soon as the demands for higher education calls for a second school in the neighbourhood, the natural and normal thing to do will be not to set up another co-educational school, but to leave the boys in possession of the existing school and build a new school for the girls, or *vice versa*. And yet there are psychologists like Stanley Hall who tell us that either sex is at its best in the presence of the other; enthusiasts like Mr. Cecil Grant, who finds in it a cure for that mental indifference which is so common in boys' schools, and speaking on the moral side of the question, goes so far as to say that "the monastic system in schools is the stronghold of immorality. We have the experience of America, of the Scandinavian countries, and coming nearer home of Scotland and pioneer schools in our own country—schools of acknowledged excellence, whose faith and wisdom are justified of their children. At a time when our self-complacent admiration of our public

schools has again been rudely disturbed, a considered verdict of this Committee based on the best evidence available would have been invaluable. To take one instance, consider, in view of the menace of venereal disease, Mr. Alec Waugh's picture of the public school atmosphere and the following published statement of a man who was educated at a school in which both sexes shared and to which both contributed: "In my years at school I never heard coarse language or saw coarse actions of any sort in the presence of girls, which accounts for most of the day. Of the boys there were two or three whose language was at times, when alone, really dirty; a great many also occasionally swore ('damn' and 'hell' to be explicit), and others who did not shun the aid of frank vulgarity at times, though their attitude towards sex matters was above reproach. At no time did public opinion among the boys countenance foul conversation on sex matters."

Here clearly is food for thought, and more than that, a case for enquiry. The Commissioners on Venereal Disease have not faced it, nor has the Consultative Committee. They at least should have said, "This is the question on which above all others the Board, the Education Authorities, the teacher, and the general public need guidance which is authoritative."

ADOLESCENCE AND HIGH SCHOOL PROBLEMS: by Ralph W. Pringle, D.C. (Heath and Co. 7s. 6d. net.)

Principal Pringle here faces in a new form the old difficulty of combining theory and practice. The first 125 pages deal with Adolescence as such. The treatment is excellent. No doubt it lays a good many previous writers under contribution, but the result is highly satisfactory to the teacher-reader. The author, however, is greatly concerned about the proper correlation between this part and the practical section that forms the bulk of the book. Unless this second part can be shown to be directly connected in a casual way with the first, he feels that he has not been successful. We may say at once that he has succeeded in his correlation, without in any way sacrificing the practical character of the whole. He is not continually rubbing in psychological formulae, but the reader who has taken the trouble to master the first part cannot but see innumerable practical applications in the second. For this reason, I believe that most English teachers will think more highly of the second part than of the first. There is something extremely attractive about the applications. Literary societies, debating, high school journalism, athletics, pupil finance, assembly, provide a programme that few enterprising teachers can resist. When it is realised that in dealing with these very practical subjects the author is giving us the results of his twenty years' experience as a practising teacher, we feel that whatever happens to the theory the practical advice can stand the test of the application to real school life. In at least half a dozen cases Principal Pringle quotes actual cases that are highly instructive. Sex education is treated in a particularly effective way, and the mode of appeal to the very troublesome adolescent temperament is remarkably well treated. I wonder whether there is anything underlying the unusual form that is here given to the well-known school phrase "playing the game fair." No Englishman would put it that way; the final word would seem to him tautologous. Yet the treatment of athletics is such as will please the most fastidious English critic. Indeed, we have the games man set up as a model for the literary critic in school, for we are told "All good athletic coaches practise the open form of criticism." I wonder what Association players will think of the statement that "soccer may be used to furnish preliminary training for regular football." S. K.

DEAR BRUTUS: by Sir James Barrie. (Hodder and Stoughton. 5s.)

It is pleasant to refresh one's memory of the play by reading at leisure the words of it, supplemented by extremely "Barrie-ish" stage directions. That there is something unreasonably captivating about it goes without saying.

GENERAL KNOWLEDGE PAPER.

The following General Knowledge Paper was set at a well-known public school. It is in the nature of a holiday task, to be done at home, and is presumed to require a certain amount of research.

1. 1. What "Bluebeard" had a red beard?
2. Who suffered his beard to grow a quarter of a yard long?
3. Who wore Piccadilly weepers?
4. Who had a beard of burnt-up black?
5. Who had a wiry chin?
6. Who had "but a younger son's having in beards?"
7. Who lacked a grisel on his case?
8. Who had a beard of formal cut?
9. Whose long grey beard and glittering eye kept a guest from a wedding?
10. What Admiral's tonsorial activities sorely vexed a King of Spain?
2. To what trades, professions or communities do the following refer?
1. The gentle craft.
2. The chapel.
3. The fancy.
4. The old firm.
5. The trade.
6. The cloth.
7. The gown.
8. The city.
9. The quality.
10. The shop.
3. What age must you be under or over respectively:
1. To marry (if a boy)?
2. To marry (if a girl)?
3. To vote (if a boy)?
4. To vote (if a girl)?
5. To enter Sandhurst?
6. To buy cigarettes?
7. To ride a motor-scooter?
8. To receive a letter of congratulation from the King?
9. To play in a lawn tennis tournament as a veteran?
10. To be birched in a police court?
4. 1. When did Yom Kippur end?
2. Where are rats used as currency?
3. Who gave whom a silver vase full of dead men's bones?
4. How can a woman become in one day a wife, a mother, a grandmother and an aunt?
5. What was Mrs. Grundy's husband?
6. How did a jelly fish hold up an English cruiser?
7. How did a motor lorry sink a submarine?
8. Why did a cow lick up a Manx artist's paints?
9. Why cannot a telephone say "s"?
10. What verbal abomination has been coined by the Incorporated Association of Purveyors of Light Refreshments to take the place of "slop-basin"?
5. With whom in history or fiction do you associate the following epithets?
1. Incomparable.
2. Admirable.
3. Egregious.
4. Judicious.
5. Rare.
6. Sweet.
7. Bloody.
8. Young.
9. Good.
10. Battling.
6. Mention within the British Empire:
1. A Dominion.
2. A Commonwealth.
3. A Free State.
4. A Protectorate.
5. A Chartered Company.
6. A Principality.
7. A Mandatory.
8. A Sphere of Influence.
9. A Crown Colony.
10. An Empire.
7. Which Queen of England
1. "Talked more than her husband thought or her sister ate?"
2. Had four husbands?
3. Brought the custom of afternoon tea to England?