

limited opportunities, that stability of mind and magnanimity of character which are the proper outcome and the unfailing test of a liberal education; also, that "the grand elementary principle of pleasure" should be discovered in unexpected places, in what is too often the drudgery of the schoolroom.

Milton's ideal of a "complete and generous education" meets our occasions,—“that which fits a man to perform, justly, skilfully and magnanimously all the offices both private and public of peace and war.” Perhaps it remains for our generation to prove that this ideal is open for, and necessary to, persons of all sorts and conditions. It has been well said that,—

“As there is only one kind of truth common to us all, so there is only one education common to us all. In the case of the education of the people the only question is: How is this common education to be developed under the special circumstances of simple conditions of life and large masses of people? That this should be accomplished is to our mind the decisive mark of all real education.”

The writer quoted offers no solution of the problem and it remains with the reader to determine whether that solution which I here propose is or is not worth a trial, remembering that;—

“No sooner doth the truth . . . come into the soul's sight, but the soul knows her to be her first and old acquaintance,” and also that,—“The consequence of truth is great, therefore the judgment of it must not be negligent.”—(*Whichcote*).

N.B.—More exact details of the working of the Parents' Union School are offered in two other pamphlets,* one by Miss Drury and one by Miss Ambler. The cost of “numerous good books” for an elementary school has been worked out (and brought down) with the help of some West Riding teachers, so that £20 will cover the initial cost for a school of 160 children.

One other point I should like to emphasize; the scheme of education I propose removes certain disabilities which have hitherto attended children from elementary schools in their ascent of the educational “ladder”; teachers in Secondary Schools complain that these act as a dead weight in a class, because they have a very limited vocabulary and little general knowledge; under the conditions I have indicated, the elementary school child passes on with a remarkably good vocabulary and pretty wide general knowledge.

* The Secretary, Miss E. A. Parish, P.N.E.U. Office, 26, Victoria Street, London, S.W.

A LIBERAL EDUCATION

No. 2. PRACTICE*

BY AGNES C. DRURY.

If there is an excuse needed (as I feel there is) for reading a paper to the experienced and devoted teachers of the West Riding, it must be found in the motto of the Students' Association to which I belong. Ex-students trained by Miss Mason at the House of Education wear on their badge the motto: “For the children's sake.” As it is for the children's sake that you have come to this Vacation Course, so it is for the children's sake—because we are convinced that they need what the P.N.E.U. has to offer—that I welcome the opportunity of telling you quite simply how we teach in the *Parents' Union School*.

The school is now divided into six Forms grouped in pairs. Children are admitted to Form IB. at six years old, from seven to eight they are in IA., nine to twelve in IIB. and A., twelve to fifteen in III. and IV., and fifteen to eighteen in V. and VI.

There are more than 2,000 members, half of them working with mother or governess in home schoolrooms, and an equal number in girls' schools and in preparatory schools for boys. Many of their governesses have been trained at the House of Education, yet not the majority. For though an ex-student naturally understands Miss Mason's principles and methods best, they can be carried out by others, for the whole aim is that the work be done by the children themselves. The teacher may give an introductory lesson on a new subject, period, personage, in order to claim the children's interest, and kindle their enthusiasm as she usually does by her own enthusiasm.

* A paper written for the Bingley Vacation Course, August, 1916

She helps them to make comparisons, to summarise a passage, or a term's reading. But the children learn from books, suitable, well-written, or (as we habitually call them) *living books*, which they read and narrate.

This statement applies, of course, to subjects which can be presented in literary form. Now Mathematics, Experimental Science, Grammar and Languages require oral lessons, and are generally so well taught in schools that nothing need be said about them here. Small reference must be made to singing, drawing and handicrafts, though the methods of the Parents' Union School gain leisure hours every afternoon for the children to spend on these delightful pursuits. The handicrafts which the House of Education students learn in order to teach them in the school are: Clay Modelling, Carton and Cardboard Modelling and simple Bookbinding, Cane and Rafia Basketwork, Educational Needlecraft and Rug Making, Wood Carving, Embossed Leatherwork and Metal Repoussé.

Bookwork is all done during the hours of morning school, ranging from two and half to four hours, according to age, with a break for play and drill. The time table includes, besides the subjects first mentioned, and Reading, Writing, Dictation, Composition and Recitation—the following historical and literary subjects: Bible Lessons, English, French and General History, Literature and Citizenship; also Natural History and Geography, and, for the upper forms, more books on the kindred subjects of Physical Geography, Geology, Astronomy, Botany and Physiology.

Programmes for a term's work are sent out to each member and the work is tested by examinations from headquarters carefully designed to enable the children to tell what they know. Teacher and children look eagerly at the new programme to see what books they are to read, or how many pages of the larger books which last two years or more. The number of pages set is divided by the number of weeks in the term, or double the number if there are two lessons a week. Then both teacher and pupils know how much should be accomplished at each lesson; the children feel the responsibility of getting through the work set and they give attention accordingly. A time table punctually adhered to is one secret of carrying out the programme, and its great variety partly explains its efficacy. At the end of a lesson, the change of subject refreshes the children, and they are only required to attend to one subject for a limited period, twenty

minutes, half an hour, or three-quarters of an hour. They know that time wasted can never be made up, so that one must give one's whole mind to a thing or lose that chance of learning it and be seriously handicapped. This explains the fact that the examinations are taken without any revision. There is so much to read that there is no time for revision. Children from six to eight years old, during the years that they are learning to read and write, do a great deal of work in historical and literary subjects. Their books are read aloud to them and narrated by them. But the contents are not known from constant repetition but because children acquire the habit of attending to what is read when they know that they will be expected to repeat it, and because they have a natural appetite for knowledge. They are so much interested that families have been known to insist on doing the examinations by themselves when illness entailed their mother's absence.

First on the programmes and time-tables stand **Bible Lessons**. Here one of the chief objects is to get to know the very words of the Bible from the earliest years. Narrative portions of the Old Testament and the Gospel story from the New are read aloud to the 1st Form, and the children are asked to repeat them as nearly as they can in the words of the Bible. How well they do this is shown by the following examples dictated by a girl of nine in Form IA. :—

Tell the story of Jairus' daughter.

Jairus came to Jesus and said: "Master, my daughter is very ill, please make her better." And then another man came and said: "Don't trouble Jesus, because your daughter is dead." But Jesus went with Jairus, and when He got to the place where Jairus lived everybody was weeping, and He said: "Weep not, for your daughter is not dead, but sleepeth"; and they mocked Him and said "Of course she is dead." And He went into the room and left everybody else outside, and said to the daughter, "Arise," and she arose, and He said to the mother and father, "Give her something to eat that you may see that she is really alive."

Tell of the feeding of the Five Thousand.

As Jesus got out of the boat a multitude came and were all very hungry, and Simon Peter said, "Lord, there is a boy that has five fishes and two loaves, but that won't be enough for all these people." And Jesus said, "Bring the five fishes and two loaves and bid the people sit down on the grass," and they did so; and He blessed the loaves and fishes and brake them and gave them to the disciples to give to the people, and there was enough to go right round, and everybody had as much as they wanted, and there were twelve baskets full of crumbs over.

The teacher prepares her lesson beforehand with the aid of the set book. But she does not talk a great deal. The new

passage will probably have to be connected with the last lesson. An oriental custom, such as the wailing for Jairus' daughter, will be explained. And the children may be helped to form pictures in their minds, in short to visualise the scenes: such as that of 5,000 men, besides women and children, sitting down in ranks where there was much grass in the place. Then comes the one essential aim of every Bible Lesson. That is to give (in the words of Keble's hymn) "new thoughts of God." Such a thought as His providence feeding every one of us, as surely as He gave to the disciples to set before the multitude, is one very dear to children, and readily connected with their prayer: "Give us this day our daily bread." Sometimes the teacher reads the portion again at the close of the lesson in order that the sacred words may be the last thing left in the children's minds. Here is an example of narration from the Old Testament by a girl of eleven in Form IIB:—

Tell how the tribes of Reuben, Gad and the half-tribe of Manasseh fell under a misunderstanding. What lesson may we learn from the story?

After the tribes of Reuben, Gad, and the half tribe of Manasseh had returned to their land, the other Israelites heard saying, "Behold the Reubenites, Gadites and Manassites have built an altar on the borders of Jordan, where we crossed when we came to Canaan." So they at once consulted to go up against them to war, and marched to the border, and saw that it was quite true they had built an altar on the bank of Jordan, where they had crossed. And the ten princes said to the Reubenites, Gadites, and the half tribe of Manasseh, "Why have ye done this, did not the Lord our God say there should only be one altar at Shiloh, why have ye then done this; is not the iniquity of Peor too little for us." Then the Reubenites, Gadites, and the half tribe of Manasseh said, "We have only built an altar as a remembrance between you and us, so when ye in time to come say to our children, ye do not belong to us, you live on the other side of Jordan, we can show you this altar, and say, behold this is what our fathers built, in remembrance that we once belonged to you, and that we are of the same blood." So the Reubenites and Gadites, also the half tribe of Manasseh showed the other Israelites that they should not judge too hastily another time. And it shows us the same thing, that we should not judge other people too hastily.

Then one from the 3rd Form by a girl of thirteen.

"Come ye yourselves apart into a desert place." Tell, shortly, the story which follows. In what various troubles does it comfort us?

When the Apostles came back from their trial journey of teaching and healing, they must have been tired; so Christ said "Come ye yourselves apart into a desert place" because He knew that they would like to be alone with Him and tell Him all that they had done. But they could not keep away from the people long, they all came to Christ in the desert and He healed and taught them then the Apostles came to Him and asked Him to send them away so that they could get food, but Christ said "feed ye

them" but they said "two hundred pennyworth of bread would not be enough for so many. Then Christ said "How many loaves have ye and they said unto him, "five loaves and two small fishes" and they brought them to Him, He took them and blessed them and gave them to the Apostles to give to the multitude, and they did eat and were filled, they that did eat were about five thousand, and they took up of the fragments that were left, about twelve baskets full, and he sent them away.

When Christ said "Come ye yourselves apart into a desert place" it shows He knew what it was to be tired, because He was man as well as God and he knew that they would like to tell him all that they had been doing. It comforts us because it shows that God will never give us more than we can do, and that God often takes us apart sometimes through trouble. It also shows us that if we have faith it will be alright. To God nothing is impossible.

The last quotation contrasts well with that from Form IA., and yet what simple lessons have been drawn from the story.

These quotations from the Bible Lessons illustrate better than any other subject the power of Narration, by which Miss Mason sets such store. She often reminds us that the mind knows nothing but what it can reproduce in the form of an answer to a question put by the mind to itself. We do not question the children, for this disturbs them with the anxiety of finding out what answer we expect. And we refrain from interrupting a narration to correct mistakes. Our aim is to accustom the children to narrate in due order a passage that has been read to them only once. Each child in the class should know the whole, but one can only be allowed to tell a part as a proof of this, another child going on where the first leaves off. Of course, the reading must be good, not so fast or so monotonous that it makes no impression. A good narration depends also on the worth of the book. Should a teacher choose to amplify a lesson with passages of her own selection, it often happens that the children are unable to recollect what has been quoted from some text-book or Encyclopædia. But the right presentation of a subject by good writers appeals to the children and they remember and relate the matter perfectly; so that the choice of books is a very delicate matter, and we have not leisure each to be his own authority. Long experience and constant revision of the syllabus are both needed, for children do no work on a book that does not suit them. Many books, even excellent ones, have been withdrawn from the programme because the examinations showed that they were not taken in by the children. This is reasonable, because the books are the sources of the ideas by which the children's minds are to be nourished.

History is the pivot upon which this whole scheme of edu-

cation turns, because nothing else gives us so much instruction in the art of living. The interest in a lesson centres round famous men, great characters, and (when the children are older) great movements as well as great personages.

The following account of *how King Alfred learned to read* was dictated by a girl of seven in Form Ib. in the Council School at Drighlington:—

When the Danes came to England the Saxons had settled down in their homes. Ethelwulf was the King of Wessex, and then he became King of England. His wife was called Osburga. She was a good and wise woman. One day she was sitting looking at a book and her five little boys were playing. Alfred, the youngest boy came to look. Soon the other boys gathered round her and then there were only 5 curly heads to be seen. The books in those times cost a lot of money, and the pictures were painted by hand and there were not many books. Osburga said "Do you like this book?" The boys said "Yes!" Then she said "Well, the first boy who reads this book shall have it." "Do you mean it?" said the youngest boy. "Yes! of course" his mother said. Some days after, Alfred came to his mother and read the book without a mistake. So she gave it to him and kissed him. Afterwards he became King Alfred, and he not only read books, but found time to write them.

The next is dictated by a boy of nine in a home-schoolroom in Form Ia.:—

Tell what you know about Sir John Franklin.

There was a man called Sir John Franklin and he longed to find the North West Passage. So it was decided that he should go. He took with them more than a hundred men. The two ships were called *The Terror* and *the Erebus*. The day came when the last good-bye was said and they began sailing away towards the north. When they had been away quite a long time, and they did not come home, Lady Franklin and some other people got rather anxious about them. Years passed and nothing was seen or heard about Sir John Franklin and his brave men. They sent ships out to see if they could find them, they searched for a long time and could not find any signs of them. They stopped on strange islands and put food under some stones. They caught wild white foxes and put collars on them and on the collars was written where food was to be found. At last they found a can with a paper inside, which had written on it that they had found the North West Passage and that Sir John Franklin had died a few days later. They went on, and some people called Eskimos who lived right up in the north said they had seen some white men in sledges, and as they went they fell and died, and their skeletons were lying about here and there. They had got some silver spoons and forks of Sir John Franklin's and they gave them to the men and they brought them home to England. And when they told Lady Franklin she was very sad indeed. She was going to have a monument made for him. But before she wrote it, she died too, so Tennyson wrote it.

The 2nd Form reads, besides English History, the contemporary period in a history of France. One question in the Easter examination was: *What were the chief points of the*

Petition of Right? Why did the Commons draw up this petition? The following answer was dictated by a girl in IIc., nearly ten years old:—

The chief points of the Petition of Right were. (1) That there should be some cause shown before people could be put in prison. (2) The King must not make laws without Parliament's consent.

The Commons drew up this petition because the king (Charles I.) would do what he ought not to do without the Parliament's consent. He always said to them "Give me money" and the Parliament always answered and said "You must put right all this long list of grievances first." And he wouldn't do it: and you can tell how very silly the king must have been—for he asked, once, for a great deal of money, and they said they would only give him half, and he said—"Well—I won't have it at all!" That was Tonnage and Poundage. Once Charles really did try to get some money by fighting against Spain—for the Parliament wanted to have an army against Spain: but the Spanish won. So the Parliament was very cross with Charles and didn't give him any money.

The question on French History: *What do you know of St. Vincent de Paul?* was answered by a girl, nearly nine, in the same form, as follows:—

S. Vincent de Paul was the son of a poor farmer, and Vincent's duty was to tend the sheep. His favourite place to watch them was from an oak tree. His father thought the best thing for him to be was to be a clergyman and he was sent to a school to learn how to be one, and he got on so well that he went for 5 years to a nobleman's house to teach his little boys. And then he was left some money and had to go and attend to it, he went by land and when he was thinking of coming back a friend persuaded him to go by sea, and they had only got a little way out, when some pirates took the ship and took them to Africa. And there they were sold, and Vincent was sold to a fisherman, but as he was not a good sailor the fisherman sold him to an old chemist, who was very kind to him. And then the old chemist died and Vincent was given to his nephew who was very harsh, and he sold him to a farmer who had once been a Christian, and had many wives. One day one of these wives told Vincent to sing her a Christian song so he sang her one of the Psalms, and she was so touched that she told her husband she couldn't see how he could turn away from such a good religion. Then the farmer and St. Vincent went back to France.

St. Vincent's great works were among the poor, the first Foundling Hospital was founded by him, also the Sisters of Charity. He also went among the galley slaves.

These answers show that the children have pictured the events of other times and have realised that the people who took part in them felt much as we should do in similar circumstances.

General History is learnt in the 2nd, 3rd and 4th Forms, from a book on the British Museum, which with its pictures and descriptions of the exhibits is of value even to those who do not live in London. This is shown by the following answer written by a boy of twelve in the 3rd Form, to the question:—

What may we learn of the history of Athens from the Elgin Marble Room in the British Museum?

The Elgin Marbles are so called because Lord Elgin, the British ambassador at Constantinople, bought them, and had them removed from Athens to England. They carry us back to the time of Pheidias and his school. The wall of the room is decorated by a long band or frieze, depicting the yearly procession that began in the outer Potters' Field, wound its way round the base of the Acropolis, and up through the entrance by the Gate Temple, and on to the temple of Minerva, where the maidens presented a dress to adorn either her statue by Pheidias, or another supposed to have fallen from heaven. The metopes, in which the figures stand out in bold relief, depict fights between Lapiths and Centaurs. Then there are the East and West Pediments. The former depicts the story of how Athene (or Minerva) sprang fully armed from the head of Zeus; near are Hephaestus, who, with his axe, split open the God's head, Iris, the rainbow messenger, and Theseus. The other Pediment shows how Athens received its name. There was a dispute between Poseidon (or Neptune) and Athene, as to whose the state of Attica should be. The gods decided that it should belong to whoever gave the best gift to the city. Poseidon struck the rock with his trident, and a salt spring appeared (according to some a horse appeared); Athene, the goddess of wisdom, stooped down and planted a seed-stone which grew, as the company watched, into an olive tree, which spread along the river banks and added oil to the riches of the country. The city was given to Athene, and became Athens.

In connection with this book, the children keep a "Book of Centuries," in which they write down the events that come in their reading, each on the page appropriated to a century, and sketch on the opposite page a vase, a bust, a weapon or other specimen which is a record of the matter. This device helps the children to realise the lapse of time. For the same purpose a History Chart for the term is kept by each pupil above the 1st Form after the pattern of one originated by Miss Beale. A sheet of paper is divided into 100 squares for a century, ten years to a line. Events are recorded in the squares by symbols such as a crown or fleur de lys for a coronation, crossed swords for battles, a little map, a great fire. The designing of these little pictures impresses their relative positions on the memory, and consequently the correct order of events in a century. Dates must be given with every history lesson to place it correctly. A few should be learnt perfectly at each lesson and entered on the chart at leisure.

The English History book used in Forms III. and IV. rather seems to have failed to touch the imagination of the girls. It was difficult to find a good answer to the question: *Describe the action of James I. as regards foreign policy*, etc. But here are two extracts which show a living interest, the first by a girl of twelve in Form III. :—

James' foreign policy was to be friends with all the other country's and if possible to have peace. He was, as it was very truly said "The wisest fool in Christendom" he thought that his foreign policy was really wonderful and that the country that would not follow it was exceedingly blunt-headed, but, unluckily they would not follow it and James was often finding that if he did not look out he would be in trouble with the country he was trying (in vain) to take his foreign Policy.

James tried to stop the war between France and the Empire (Germany and the Netherlands) but that of course was futile for they were not to be stopped in the middle of the war.

A girl of thirteen in Form IV. describes the "New Model"

Army :—

Cromwell was the man who first of all started the New Army. He saw that a change was wanted, from the old state of affairs, and, as he said to a friend,—"How can you expect men, the simple country folk, or the rabble of the land, to oppose gentlemen with gentle blood in their veins, who are ready to fight and die for their cause, and who are full of enthusiasm? You want men who are zealous in their religion, who are good soldiers, and who have some go in them." Cromwell therefore got together a troop or regiment of cavalry. These men, were men who were prepared to sacrifice everything for their cause, and who really thought that the king was a tyrant, and that they fighting on the side of the right. He made them wear a sort of uniform, of buff jackets, and breeches, good tall boots, breastplates and helmets of iron, (which one them the name of ironsides) and good, straight swords which they knew how to use. These men he mounted on sturdy steeds, and gave them plenty of discipline and drill. These were the foundations of the Army of to-day.

These girls use the same book on French History as Form II., but being older they are expected to recognise cause and effect, as the following question shows: "*France could play no part in the affairs of the world in the early years of Louis XIII's reign.*" What were the reasons for this? This is briefly answered by a girl of thirteen in the 3rd Form :—

France could play no part whatever in the affairs of the world at the commencement of Louis XIII's reign. There was civil war going on between the Roman Catholics and the Protestants, and the whole country was very poor. The wars had stopped the people from cultivating the ground, and no corn was grown. To pay the armies, the people were heavily taxed, and once or twice they revolted. They had a minor for a king, and Mary of Medici kept a court where much of the money ground from the people was wasted in pleasure. When Louis became major, matters were nearly as bad as before, for he was not the man to be a king, or to keep order. It was no use for the starving people to attempt to cultivate the ground, for the soldiers came and took all that they had grown away.

In addition, Form IV. uses a book on European History. The examination questions and her pupils' answers usually show the teacher whether her lessons have been inspired by ideas. For instance, the last question quoted, and also the following to Form IV., each give an idea for a lesson, and both are taken

from the words of the books used in teaching. "Nothing of any considerable moment was done in Europe for a whole generation which Cardinal Richelieu had not foreseen or prepared." Explain and justify this statement. In preparing her next day's lesson, the teacher should note such a generalisation as this, and seek for instances in the context. She might call attention to the statement before the girls began reading, and advise them to note the proofs. These would then be written on the blackboard as the girls offered them in the course of their reading. Later on these headings might either be repeated from memory by way of recapitulation, or be included in a written report. Girls taught in this way soon acquire the power of grasping the salient points in a passage, and in the 5th and 6th Forms they read a considerable quantity of history by themselves, with the help of headings on the blackboard. During the Easter term, they studied the French Revolution and a volume of Carlyle was added to their English and European History books. An answer by a girl of seventeen shows the effect of having studied living books of history:

Describe, in the style of Carlyle, the fall of the Bastille.

What is this strange sound which falls on our ears? People are shouting, and crying, what is the meaning of all this? Look, in the suburb of St. Antoine, what is all this crowd of slowly moving people? In this part, worse than others, the hubbub seems to rise. All round the shop of the wine merchant see how they all surge, like some immense ocean in a storm. But now they move; onwards, ever onwards they move, towards that great and gloomy-looking building called the Bastille. Behind them are dragged two cannons, arms are quickly obtained from everywhere possible, and on they go surging and swaying, fighting and pushing, the women also with them, towards their goal. Those inside, cannot understand what is happening, how should they?

What to do? Shall they blow up the fortress? No, rather wait and see what is the temper of the rabble, whether they will come to terms or not. But no, they are set on having the prisoners released, by sheer force they will bring them out of that awful place. All round the building they surge, surrounding it on every side. For four long hours the weary fighting goes on. The women, too, are serving at the guns, they will help as well as the men, they, too, will help to demolish the thing which they loathe. What is happening at that gate over there? Is the drawbridge moving? Yes, it is descending. They, in the fortress, must be giving in. Look, it has reached the ground. See how the people rush on it, surely it will break under the strain. But no, they are hammering on the doorway now, they will not be kept back, everything is trampled down before them. At last the door itself is forced open, and in they all swarm. "To the dungeons first!" they cry. What must the prisoners in there be thinking as the dull booming of the guns outside breaks in upon their silence. And now they are led out amid shouts and acclamations. What joy to see the light of day once more, can it be true, surely they will go mad with joy. But look,

there is one who is really mad, for many long years has he been there, so long in fact, that his reason has gone. This is indeed a joyous day, in all future times it must be celebrated. This, we will call the year one, we will not count all those awful years that have gone before. No, this is an entirely new era. Woe, woe, to those who now try to take our liberty from us.

A criticism lesson on the succeeding period was given lately by a House of Education student to girls aged fifteen to seventeen. Passages were read aloud by the girls and the illustrations of the lesson that "History repeats itself" were pointed out by the teacher and quite appreciated. For example, criticism was directed towards the modern advocates of state control in connection with the failure of National Workshops established in Paris in 1848. And the war between Italy and Austria was vividly realised because of the situation in the present war, just when the Italians were withstanding the terrific Austrian onslaught in the Trentino.

Calendars and chronicles of the present war are kept by all forms above the 1st; and selections from the war news are read aloud to be reproduced as Compositions a day or two later.

A term's work under the head of **Literature** accompanies and illustrates the history, historical novels being included when they have taken their place as literature. Children who become familiar with the best writings find inferior work distasteful. And this explains why stories re-told to the children, e.g., from Chaucer, the Faery Queen, or Pilgrim's Progress, are not approved of. Since the value of the poem or romance lies not in the story alone, but in the telling of it, it is not fair to pick out the story as if the children are capable of enjoying nothing else. They can have the originals read to them when they are old enough, and translations by authors who do not write down to the supposed level of children. In Miss Ambler's school at Drighlington, Form IA. loves Greek Tales above all other lessons, though Pilgrim's Progress comes next. A girl of eight in this school dictated the following story of Ulysses and Polyphemus:

Ulysses sailed on until he came to another island. Then he took 12 men, and when they had walked on the shore a little while they saw a cave. Ulysses and his 12 men went into this cave and there was no one in it. It just looked like a dairy. There were baskets of cheese and bowls of milk. When they had been in the cave a little while, there came in a monstrous man. He milked his ewes. Then he put up a big stone at the door. Then he saw Ulysses and his men. Polyphemus got two of the men and killed them and knocked out their brains. He put them on his fire and roasted them and ate them. Then he drank a bowl of milk. Then he fell asleep.

Ulysses thought of a plan. He got the giant's big stick and made a point at the end. He told his men to hold it while he put it into the giant's eye. Ulysses got three of the biggest rams and Ulysses got underneath the biggest ram and tied his men to the others. The giant took the big stone from the door. Polyphemus called for the other giants, and they said, "What is the matter, Polyphemus?" He said, "Nobody has put out my eye." They said, "Well! if nobody has touched you why have you called for us?" and they went back. Ulysses and his men went out of the cave on the rams. Polyphemus said to the biggest ram, "You don't usually come out last." Ulysses went out to his ships and sailed away. When he had got out a little way he called out to Polyphemus, "If anybody asks who blinded you, say that Ulysses of Ithaca did it." Then the giant broke a big piece of rock and threw it at the ship. It fell in front of the ship and drove it back. Then he threw another big rock and that fell behind the ship and drove it farther out to sea. Then the giant prayed to his father, the sea god Poseidon, that Ulysses should never reach Ithaca, or, if he did, he should be sad and lonely.

The next example is from "Pilgrim's Progress." A boy of 7½ in a home school-room tells how Christian and Hopeful met with the Shining Ones.

Christian and Hopeful were in an orchard belonging to the King of the city when they met the Shining Ones. Then they went on and the Shining Ones said to them that they had two more difficulties to pass. Then they presently came to a big black river, and Christian fell in at first, then Hopeful fell in, but he managed to keep up above, and he had much ado to keep his brother's head above water. Then a great cloud came over him and evil spirits came round him, then, when he took heart, all the evil spirits left him alone to the mercy of the water. Then the Shining Ones met them again on the other side, then they went up the hill to the city with much ease. Then a whole crowd came out to meet them, then all the King's trumpeters came out to meet them, then they went on and all shouted, and men looked over the top and asked for their certificates and they were handed up to them and taken to the King. Then up came Ignorance and he knocked on the gate, but he couldn't get in.

The children in the 2nd Form read aloud a play of Shakespeare's in order simply to know and enjoy it. Longer books are read to them. One of Sir Walter Scott's novels, descriptive of the history period, is usually set for the term, or else a book by a contemporary writer, because the literary productions of a period enlarge our conception of its history. Compositions on subjects from these books are asked for during the term, and also at examinations. A girl of 12 (not one of the foremost), at Drighlington, thus described a scene from Macbeth, after hearing it beautifully read by a visitor to the school. *Say what you think led the doctor to come to this conclusion about the illness of Lady Macbeth: 'I think, but dare not speak.'*

In a small ante-room a doctor and gentlewoman were talking of Lady Macbeth.

The doctor was trying to persuade the gentlewoman to tell him what

Lady Macbeth had said any time as she was walking in her sleep, for it was an accustomed thing for her to do so.

While they were thus talking about her, she came walking very slowly into the ante room with a taper which was lit in her hand.

With the other hand she was rubbing the hand that held the taper, and all the time was talking of different things.

Some were about spots of blood on her hand, and about Duncan having a lot of blood in him, and yet all the time she was in a fast sleep. At last she went to bed not knowing she had been up.

When she had gone the doctor said, "I think, but dare not speak."

He must have thought that Lady Macbeth had killed Duncan, but dare not say so for many reasons.

First, because Macbeth, who was now King, could have him hanged.

Another reason was he had not sufficient proof that it was true.

So he bid the gentlewoman goodnight, saying, "This is beyond my practice," and the gentlewoman replied, "I would not have a heart in my bosom like hers for all the world. Goodnight, good doctor"; and there they separated, not saying a word to anyone about what they had heard or thought.

We do not teach Composition as a separate subject, but it is found that children who read first-rate books, naturally express themselves well, spell correctly, and have rich vocabularies. Consider the choice of these lines by a little girl of 10½ in Form IIA., who copied them into her Nature Note Book:

"To me be Nature's volume broad display'd,
And to peruse its all instructing page;
Or, haply catching inspiration thence
Some easy passage raptur'd to translate,
My sole delight."

Thomson.

The book on English Literature set for Forms III. and IV. gives only such details of an author's life as affect his work, and shows the scope and style of a book or poem by copious quotations which make one eager to read the whole work. The 4th Form reads more poetry and contemporary literature than the 3rd, e.g., a few of Bacon's Essays and three of Milton's Poems, when studying the reigns of James I. and Charles I.

Write, as far as you can in Bacon's manner, an essay on Adversity. This was done by a girl nearly 15, as follows:

It was an high speech of Seneca (after the manner of the Stoics) and yet an higher, far too high for a heathen, "Goodness in prosperity is good, but goodness in Adversity is yet an higher virtue." . . . Prosperity is the blessing of the Old Testament, Adversity the blessing of the New. Yet has not the pen of the Holy Spirit laboured greater in the lamentations of Job than in the rejoicings of Solomon?

In tapestry it pleaseth the eye better to see light figures on a dark background, than to see dark and gruesome figures on a light and glad background, judge therefore the pleasures of the heart by that which pleaseth the eye.

Prosperity discovereth vice, but Adversity discovereth virtue.

The 3rd and 4th Forms in our Practising School, aged 12 to 15, had a criticism lesson lately on some short poems of Tennyson. With sympathetic guidance from the teacher (who restrained herself admirably from talking much about the passages she had selected for reading), the girls were able to perceive some of the characteristic beauties of Tennyson's work: his use of alliteration and repetition, the musical cadence of so many lines, his knowledge of nature, the wonderful pictures which we see as we read his poems. The girls showed an intelligent appreciation of the characteristics illustrated, as well as a sense of pleasure in the reading.

So it is not surprising that the girls of the 5th and 6th Forms, who read a great deal in a term, can make their own criticisms and comparisons—not dictated by teacher or text-book—and can recognise an author's style and some of its distinguishing qualities. The two answers read in imitation of Carlyle and Bacon go to prove this.

Having referred to spelling in connection with Composition, it is necessary to mention that we do not give unseen Dictation. The children in Forms II, III., and IV. prepare about two pages from one of their reading books, such as "Robinson Crusoe." The words they do not know are written on the blackboard for them to visualise till they can "see" them with their eyes shut. Each child next writes one or two of the new words on the board from memory to prove that they have been learnt. Then a small part only of the prepared passage is dictated, and the children are expected to write this without any mistakes. Sentences are read only once. The words are learnt again and written over correctly. The books set for History, Literature, and Geography are, of course, used for reading aloud as well as for composition and dictation. But to return to the object of our Literature lessons. It is to let poems and books themselves speak to the children; and therefore its purpose links Literature with Picture Study and listening to Music. Great use is made of these in the Parents' Union School, because children unconsciously form a taste for what is beautiful simply by contemplating the best. "We needs must love the highest when we see it."

From *Picture Study*, children become acquainted with a number of great pictures, so as to recognise them as they recognise a familiar landscape or the faces of friends. All the Forms have half-a-dozen examples each term of the work of one artist:

for instance, Memlinc, Rembrandt, Titian, Velasquez, Turner, Jean François Millet, Holman Hunt. They study the picture before them, noticing all that it tells, and turn it over to describe it from memory. Sometimes the teacher calls attention to details while they are looking at the picture and describes the colouring if possible, or helps them to feel the beauty of design and light and shade. But nothing can take the place of the children's own observation, which enables them to know a painter's works by sight and to feel at home when they go into a good picture gallery. Here are two descriptions from memory. *The woman feeding the children*, by Jean François Millet. This is dictated by a child of 8.

The clouds in the picture look like evening or very early morning, and the three children are sitting on a doorstep and their mother on a stool in front of them with a bowl of soup in her hand, and the middle one opens its mouth eagerly for the soup, there is an orchard right at the back there is a lot of chickens.

And a little girl of 11 in Form IIA. writes of "*The Wood Sawyers*," by the same artist, as follows:—

The Woodsawyers are sawing up a trunk of a tree into round slabs of wood, they each have their coats and caps off, and each have hold of the two handled saw, and you can see they are working most awfully hard to get the trunk cut up before they have to go home; a little way away there is another man chopping down the trees ready for the other men to saw up. The wood is very dark; there is a wall on the left with some ivy climbing up the wall, and it is made of flints. On the right there is a pit.

A programme of *Music* for the children to learn or to hear is issued for every term in the PARENTS' REVIEW. At the House of Education we have a concert at the end of each term to perform the works studied. Last term we had English Music before 1625. The piano pieces are chosen to suit different ages and the Practising School girls had learnt and played some of them, such as "The King's Hunting Jig," by John Bull; "Selinger's Round" and "The Carman's Whistle," by William Byrd. Byrd's beautiful Canon: "Non nobis Domine," and an anthem ascribed to Henry VIII. were sung by the students, who had learnt them at their tonic sol-fa class; and the music mistresses sang a few Elizabethan songs as solos and duets, and selections from the church music by Palestrina, which was set in addition for use on Sundays. So much orchestral music is arranged for pianoforte duets that we often use these to gain some knowledge of classical masterpieces in preparation for hearing good concerts.

Citizenship. An essential feature of the Parents' Union School programme is the use of Plutarch's Lives of Greek and Roman soldiers, patriots, statesmen, to give the heroic impulse to the citizen life. Aristides the Just, Themistocles, Pericles and Demosthenes, Brutus and Cicero, Solon and Lycurgus are famous for all time because of the services each rendered to his country. It is the man as a citizen whose history has come down to us and has made his name familiar enough to stand for ideals of national service and the conduct of statesmen. Plutarch's Lives, therefore, are read aloud to the 2nd, 3rd and 4th Forms, and narrated by the children, new names being written on the blackboard to assist the memory.

The 2nd Form was asked at the Easter examination:—
1. *In what way did Pericles make Athens beautiful? How did he persuade the people to help him?* 2. *How did Pericles manage the people in time of war lest they should force him to act against his own judgment?* The latter question was answered as follows by a girl in Form IIA, nearly 12 years old.

Pericles never spoke anything that he ought not to have spoken. Pericles never drank wine nor any intoxicating liquid. He did this because he wanted to keep his mind clear, so that if anybody asked him anything that they ought not to ask he could reply properly and sensibly. He managed the people in time of war by shutting the gates of the city and by not letting them go out of the city. Pericles always kept his own judgment by not listening to what they said, if it was against what he thought was right and what he thought ought to be done.

Indirect teaching on the duties of citizens is found throughout the children's reading, in history, biography, and above all poetry. It is not desirable to insist on the moral, even of a tale; only to secure that it is not overlooked. This is one reason why Miss Mason's book on elementary Ethics, "Ourselves," is read to herself by each girl in Forms III. to VI. without comment. It is intended to give that knowledge of self as a human being which issues in a right appreciation of other people. The children also have books about the laws and institutions of their own country and empire, and the management of local affairs. Similar subjects are headed "Every-Day Morals and Economics" in the two highest forms, and include some study of the problems of our Allies.

The aims of a Geography lesson are shown by the geographical readers we use. Map questions are given with each country and used at the beginning of every lesson that a thorough knowledge of the latitude, coast line, mountains, and so on, may give grounds for deducing the climate, products, habits of

the people. Next the children are to store up pictures of the world we live in, and so they read books by such travellers as Mrs. Bishop (Isabella Bird), Sir Francis Younghusband, Sir Henry Norman; or a life of an explorer like David Livingstone. In order that these pictures of the imagination may be connected with the children's experience, Out of Door Geography supplies examples for comparison. The Ambleside students in training can actually follow the course of a river and see the meaning of watershed, basin, tributary, bed, banks, source, and so on, in the loveliest of concrete examples which lead to understanding the drainage of the Lake District as a whole. Ordnance maps are studied and explained, and by pacing with the compass, small plans of some principal roads through the village are made, sufficiently correct to illustrate the work of map-making. An understanding of this is indispensable for teaching even the 1st Form, which was asked in the Easter Examination: *Show by a plan what the place you live in would look like from an airship.* A boy of 7 in Form IA, who drew an excellent plan of his school and grounds, wrote the following answer to: *How does the compass help a Zeppelin to find its way to England?*

The compass has a little needle which always points to the North. All Zeppelins have a compass, and the German airmen in the Zeppelin look at the compass to see which way to go. If they want to go to England they would have to go West, so they would look at the compass and find the North, and as they want to go to the west they go to the left of this northern point. As they move further to the West the needle is trying to pull all the time to the right.

A little girl of 8 in the same form at Drighlington answered the following question: *Which is the hottest part of the earth? Why? How can you find out where the north is?*

The hottest part of the earth is the equator, and that is round the middle of the globe. It is the hottest because it is always under the sun and because the sun's rays shine straight upon it.

To find the north we can take a stick out at 12 o'clock and the sun is shining in the south, the stick will make a shadow pointing to the north.

At night we can see the North Star, and the Plough points to the North Star. If I want to find the north in the morning I can turn my face to the east and my back to the west, then my right arm points to the south and my left arm points to the north.

A short description of the Nature Work done by Ambleside students will best show how this subject is treated in the Parents' Union School. They go in small groups for Nature Walks to observe whatever they happen to meet, say trees, flowers, birds, insects, to begin with. Each chooses what she likes to bring home to paint (with the brush only) in her Nature Note Book,

where she also writes such facts as cannot be recorded with the brush: the place where a specimen was found, a note of its rarity, how to recognise again a bird once seen, and so on; with dated lists of birds, resident or migrant, and of plants seen in flower month by month. These Nature Walks are prepared for and supplemented by indoor lectures on trees, flowerless plants, British animals and insects, Geology, Astronomy, and more detailed botanical and zoological studies. The school children likewise keep Nature Note Books and take Nature Walks, and they read in school many interesting books on the subjects just mentioned by authors who become quite intimate friends: Mrs. Brightwen and Miss Arabella Buckley especially. The children do not merely read about Natural History without specimens or experiments; neither do they learn scientific facts from objects and experiments alone, without a book. The oral lesson is remembered in a dry and mechanical fashion, for we cannot all be experts in every subject we teach; but in many cases we can use the books of those who have first-hand knowledge. How to use them can be illustrated by describing a criticism lesson given lately to the 2nd Form on the pores in the epidermis of a leaf. The children peeled the epidermis from a leaf of the wild hyacinth to see that it is transparent. The picture of a leaf seen in section under the microscope was given in their books, and they saw that the epidermis is a single row of cells on the surface. They read aloud in turn a passage telling how the plant gives off water-vapour through the stomata or "little mouths" and describing the guard cells. Then they looked through the microscope at these cells, first open and then closed by immersion in a solution of salt. Then followed the narration of the passage. Next the teacher showed some experiments which had been prepared beforehand. One leaf plugged into a test tube with cotton wool had deposited drops of moisture on the glass, proving that it transpired. Another leaf which was greased with vaseline on the under surface to prevent transpiration had not withered, and this fact supported the statement that most of the stomata are on the under surface of leaves. Then the children continued to read from the book and narrate. They had been required to observe facts and conditions and to draw conclusions, and the additional knowledge conveyed in the best way by the author of the book provided food for thought and clothed the dry bones of fact. In a lesson of this kind it makes no great difference if the children are new to the school. They are

equally interested and can consequently narrate equally well with the children who are used to this method. As an example of how the little ones tell what they have seen, I will read the description of a woodpecker dictated by a child in Form IA, nearly 8 years old, and two kinds of twigs by a boy of 9.

The Woodpecker when it goes up trees it goes first one side and then the other. Its tongue is very sticky at the end, he eats the insects and catches them by putting his tongue out. They stick to it. His back is a greeny brown, his wings grey and green, and his tail is yellow, and there's a streak of red on his throat and his head too. They don't have very comfortable nests.

A Chestnut twig is brown, and it has got things like horse shoes on it, it is fairly smooth. And its bud is brown too, but the top bud is fatter than the rest. But later on it gets stickier and stickier till at last all the brown shoots off and there is green underneath; the brown sheaths are a sort of cover for the leaves underneath. And still later on yet the green begins to get open and they come into leaves. But further on yet chestnuts begin to come, if it's a tree that's to say, and they drop off when autumn begins to come and boys begin to pick them up and play with them.

An Ash has a greyish stalk and has little lumps on its stalk, but its buds are black, very very black, they are big with sharp corners some of them, till by and by the flower comes out, and the flower is all bunches of lovely purple colour, they are very nice. Till further on yet little sort of keys come out and these are called the ash keys. Until further on yet they drop off, then we pick them up and have some fun with them. Sometimes we paint them; they grow in clumps.

It should be borne in mind that the questions usually deal with matters which the children have read weeks or months before, and they are able to answer without any immediate preparation.

Such a hurried survey of the programme almost leaves one breathless, and wondering how "one small head should carry all he knew." But the Parents' Union School has been working for 25 years, and the children are the best proofs of what is good for them. That the extracts from their papers are not isolated examples is shown by these 50 sets of last Easter's examination papers chosen after the majority of the papers sent in had been returned to the parents. In order that you may judge how much ground is covered in one term by children aged 9 to 12, the complete set of questions just issued to Form II, for the July examination has been placed in your hands. As a general rule, with few exceptions, every child answers every question, though in Arithmetic and Grammar the answers are not always accurate. The answers vary in length as well as in power, because each child is working independently, that is, at her own pace. So much work is set that the quick ones have plenty to do. And yet

the slower ones are not hurried; they get what they can from the books according to their ability, and it has been noticed that backward children profit and become brighter when their minds are fed. We believe that all children are capable of educating themselves in the way I have described, and that such an education by books is *due* to all children of whatever parentage. At Drighlington Miss Ambler has proved that it can be carried out in a village school in a mining district. She started with the 1st Form over two years ago, and as the children move up the school, they enter higher forms in the Parents' Union School, so that they are now well accustomed to the methods. You have heard a few extracts from their examination papers, and I am sure that you who teach large classes would be even more impressed than I was with their bright and eager faces and the unaffected delight in their books shown, not by a gifted few, but by a whole form.

LITERATURE AND THE HOSPITALS.

BY H. M. GASKELL.

SURELY many of us lay awake the night after the declaration of War, debating the question how best we could help in the coming struggle. Little we then realized the length and bitterness of the War that was before us. Into the mind of the writer came, like a flash, the necessity of providing literature for the sick and wounded. The same evening four or five friends dined together and talked the idea into shape, with the result that within a few days Lady Battersea had lent her splendid commodious mansion, Surrey House, Marble Arch, for our work. Lord Haldane, then War Minister, officially approved our scheme, Sir Alfred Sloggett, then Head of the R.A.M.C., gave us official sanction, and before long the Admiralty wrote to enquire if we were willing to undertake to supply the Navy—both sound and sick. My brother, Mr. Beresford Melville, entered heart and soul into the scheme, helped us largely financially, and worked hard through the long hot autumn days with many other devoted helpers. The "War Library" was the first War appeal, and newspapers most kindly inserted free all our letters asking for books for the sick and wounded. What was our astonishment when not only parcels and boxes, but whole libraries poured in. Day after day vans stood unloading at the door of Surrey House, quickly the cases rose far above our heads, crawled up the wide stairs, blocked three immense rooms, invaded passages—and still continued to come. Feverishly the overworked helpers unpacked, but the torrent poured steadily on. Despair seized us—such generosity had not been prepared for. In our difficulty we appealed to that most capable and kind-hearted Librarian of the London Library, Dr. Hagberg Wright. He came to Surrey House, and even he was over-