

The Common Cause

OF HUMANITY.

The Organ of the National Union of Women's Suffrage Societies.

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[The National Union does not hold itself responsible for opinions expressed in signed articles.]

Notes and News.

Representation of the People Bill.

On August 9th, the House of Commons took up the discussion of the Representation of the People Bill again. The debate resulted in two little victories for Proportional Representation and the retention of some small portion of Clause 15. After a lively discussion, the House accepted, by a majority of one, the principle of the Alternative Vote—i.e., "a vote which is so given as to indicate the voter's preference for the candidates in order, and is capable of being transferred to a subsequent choice in case no one candidate has a clear majority of the total number of votes given." It also decided to allow the principle of Proportional Representation to be applied to University constituencies.

Clause 16, providing that all Polls should be held on the same day, was added to the Bill.

Education and Democracy.

Mr. Fisher's speech last Friday was worthy of his subject. One fine passage was that in which he pointed out that the time has come when "every just mind begins to realise that the boundaries of citizenship are not determined by wealth, and that the same logic which leads us to desire an extension of the franchise points also to an extension of education." He spoke also of the new way of thinking about education that has arisen in the industrial classes themselves.

"They do not want education only in order that they may become better technical workmen, and earn higher wages. They do not want it in order that they may rise out of their own class, always a vulgar ambition. They want it because they know that in the treasures of the mind they can find an aid to good citizenship, a source of pure enjoyment and a refuge from the necessary hardships of a life spent in the midst of clanging machinery in our hideous cities of toil. I ask whether there is a single struggling young student in the country to whom a library of good books has not made an elemental democratic appeal:—

"Unlike the hard, the selfish, and the proud,
They fly not sullen from the suppliant crowd,
Nor tell to various people various things,
But show to subjects what they show to kings."

The Working-Class Mother and Continuation Schools.

Commander Wedgwood spoke against the proposal to raise the compulsory school age, and against continuation schools. He said he was expressing the point of view, as he understood it, of the working men, and above all of the working mothers, who, even now when there is no unemployment, are having a very difficult time struggling to make both ends meet. His point was that the family would miss the children's earnings, and that the improvement in physique gained by physical exercises at school would be more than counterbalanced by the want of proper food in the home. This argument of the family wage was used in former days to prove that children of four and five years old ought to be allowed to continue to toil in factories and mines. It is economically and politically unsound. No family ought to depend on the wages of children for existence, but while children are employed in wage-earning occupations, some families will continue to do so. The obvious remedy is not to keep the children at work, but to raise the wages of adults. Other possible remedies would be the endowment of childhood or mothers' pensions. It is quite true that in raising the compulsory school age we do demand a fresh sacrifice from the poor mother who, in present conditions, not only receives part of her elder children's wages when they are earning, but depends on their help in looking after the younger children when they are at home. We believe that the great majority of working-class mothers are ready to make this, as well as every other sacrifice, if only they understand that it is for the good of their children; but they ought to be much more taken into council by the authorities than they have been. The continuation schools will undoubtedly furnish a fresh argument for widows' pensions.

The Direction of Emigration.

The Empire Settlement Committee, appointed last April by the Colonial Secretary, and presided over by Lord Tennyson, has now issued its Report. It was invited to consider the measures to be taken for settling within the Empire ex-Service men who may desire to emigrate after the war, and the first measure it recommends is the setting up of a Central Emigrant's Authority with full executive powers, to take over the work at present divided among half-a-dozen Departments.

With the general question of the emigration of women, the report is not concerned; but the success of any scheme of emigration must depend, in the long run, on women's co-operation. Such recommendations as concern women are confined to wives and widows of soldiers and sailors. It is recommended that preference shall be given to married men in any scheme for settlement. But why should not sisters also be encouraged to emigrate with their brothers, and help them in starting their homestead? If a little group of men, accompanied by their sisters, were to settle in the same district, there would soon be intermarriage, and the nucleus of a township would be formed. The folly of sending out a much larger number of men than of women, was illustrated in the early days of Australian colonisation, and it took a woman—Mrs. Caroline Chisholm—to organise on a big scale the settlement of men, women, and children in groups together. It will be far better that any scheme for assisting women to emigrate shall be organised in close co-operation with similar schemes for men, rather than as a separate undertaking.

Some Proposed Changes in our System of Education.

On August 10th, Mr. Fisher introduced his Education Bill in the House of Commons.

After an introductory speech, explaining the general scope of his scheme, and the urgent need for remedying deficiencies in our system of education revealed by the war, Mr. Fisher formulated his specific proposals under six heads:—

- (1) We desire to improve the administrative organisation of education.
- (2) We are anxious to secure that every boy and girl shall have an elementary school life up to the age of 14, unimpeded by the competing claims of industry.
- (3) We desire to establish part-time day continuation schools, which every young person shall be compelled to attend, unless he or she is undergoing some suitable form of alternative instruction.
- (4) We make a series of proposals for the development of the higher forms of elementary education and for the improvement of the physical condition of the children under instruction.
- (5) We desire to consolidate the elementary school grants.
- (6) We wish to make an effective survey of the whole educational provision of the country, and to bring private educational institutions into closer and more convenient relations to the national system.

Coming to details of the Bill, Mr. Fisher explained that it imposed a duty upon the council of every county and county borough to provide for the progressive development and comprehensive organisation of education in their areas, and to submit schemes to the Board of Education. But there were some problems, such as the supply and preliminary education of teachers, or the provision and utilisation of secondary schools, that could be more scientifically planned out and dealt with, with less fear of overlapping, in a larger area. Authorities can, under existing law, combine together for such purposes, but he thought it desirable that distinct statutory authority should be given for the formation of provincial associations, if local authorities wished to coalesce.

Mr. Fisher passed to a series of proposals designed to improve our existing fabric of elementary education, so as to secure to every child a sound physique and a solid groundwork of knowledge before the period when the part-time system began. These proposals can be summarised as follows:—

- (1) We propose to encourage the establishment of nursery schools for children under five.
- (2) We propose to amend the law of school attendance so as to abolish all exemptions between the ages of 5 and 14.
- (3) We propose to place further restrictions upon the employment of children during the elementary school period.

The provision of nursery schools, Mr. Fisher explained, was not to be compulsory, but he proposed to enable such schools, the attendance at which must be voluntary, to be aided from the rates. He believed that a real improvement in the health of young children would be derived from these schools, which he trusted would often be open-air schools.

The second of these proposals involved the abolition of the half-time system, which flourished in certain parts of Lancashire and Yorkshire. The system had its defenders, but it had been condemned by every educationist and every social reformer. He considered that the end of the war, when a large mass of new labour would be thrown on the market, would be a convenient period at which to terminate this system.

Under the third head it was proposed that no child under twelve should be employed in shops (in which the Bill has already been anticipated by by-laws passed by some of our large municipalities), and it was further provided that no child under fourteen should be employed on any day on which he is required to attend school before the close of school hours or after 8 p.m., or on other days (Saturdays and holidays) before 6 a.m. or after 8 p.m. This limitation of the employment of children in their school-going days was not, said Mr. Fisher, merely a question of educational efficiency. It affected the physical welfare of the race. There was an overwhelming mass of evidence to the effect that the health of our children suffered from premature or excessive employment.

The next provision of the Bill Mr. Fisher characterised as "the most novel, if not the most important." He proposed that, with certain exceptions, every young person no longer under any obligation to attend a public elementary school should attend a continuation school for a period of 320 hours in the year, or the equivalent of eight hours a week for forty weeks. Every young person who had not received a full time education up to the age of sixteen was to receive a part-time education up to eighteen, either in schools provided by the local education authority, or in schools under their direction, such as those established by manufacturers in their works. The Bill provided that part-time instruction should be by day. It must be taken out of the employer's time, and provision was made to ensure

that a young person should not be worked unduly long hours during the days on which the continuation classes were held.

The type of education given in these classes would vary in different districts, according to local needs, and would include camp schools, but the governing conception of the scheme would be identical over the whole country—the production of good citizens, able to make the most of themselves. Every boy and girl in the continuation schools would receive physical training, and the powers and duties with regard to medical inspection and treatment now belonging to the local education authorities in the case of elementary schools would be extended to secondary schools provided by them, and to continuation schools under their control. Thus boys and girls would be under the continual inspection and supervision of the school medical service from the time they entered school, and would have the advantage of physical exercises and remedial training.

The Minister of Education does not regard the eight hours a week of continuation classes, provided for in his Bill, "either as ideal or as the necessary limit," and he hopes that after the lapse of a few years it will become practicable to extend the period of schooling in particular areas, or perhaps even for the whole juvenile population. In the meantime, he desires that many of the students "will not be content with the statutory courses only, but will be more ready than before to join boys' and girls' clubs, Boy Scouts, Girl Guides, and other wholesome associations carrying with them intellectual and social advantages."

Women Solicitors—Hopes and Prospects.

The debate on August 9th on the Solicitors (Examination) Bill was a useful demonstration by the supporters of the admission of women to the profession. The object of the Bill is to relieve the Law Society from its legal obligation to hold three examinations a year, and to enable them to reduce the number to two—the reason given being the insufficiency of candidates—and the retort to this was, of course, that if women were admitted, a sufficiency of candidates would be thereby obtained and the numbers of the profession kept up.

So successful were those who maintained this view, and the support they met with so strong, that the Solicitor-General, who had hoped to get the Bill through all its stages, only got the Second Reading, and that was only obtained on a promise from Sir Gordon Hewart that he would consult with his colleagues as to the possibility of giving time to the Solicitors (Qualification of Women) Bill this Session. It is unlikely now that much will happen until after the recess, but it is much to be hoped that further efforts then may cause the Government to reconsider their decision and allow time for the discussion of this much-delayed reform.

The Solicitors (Qualification of Women) Bill, 1917, is, as readers of THE COMMON CAUSE may remember, a one-clause Bill deliberately and carefully drafted so as to occupy the minimum of Parliamentary time. The operative clause runs as follows:—

"A woman shall not be disqualified by sex or marriage for being admitted as a Solicitor or for acting or practising as a Solicitor under the Solicitors Act 1843, and the Acts amending the same, and the other enactments for the time being in force relating to Solicitors."

The Bill does not extend to Scotland or Ireland.

It was introduced by Lord Buckmaster in March, and met with so little opposition in the House of Lords that it passed through all its stages without a division. When reported to the House of Commons it was at first "starred"; this, however, unfortunately, was no more than a printer's error, and the star was very quickly removed, and so far the Bill has been refused facilities in the Lower House, solely on the ground, as was stated by Mr. Bonar Law in answer to a question put to him by Major Hills, that it is a private member's Bill. If only time could be obtained for its discussion, there is good reason to believe that it would meet with strong support in the House.

That there is an overwhelming body of feminine opinion at the back of the demand is to be expected, though the complaint is sometimes made that women have been over-slow to be interested in and to press for this reform. Immediately after Parliament reassembled after Easter, a Memorial was presented to the Prime Minister and Mr. Bonar Law, urging that time should immediately be given for the passage of the Bill through the House; it was widely signed by prominent women of every class and of every political creed—Suffragist and anti-Suffragist alike—representative of every sphere of women's interests—political, social, economic, educational—and in itself consti-

tuted a striking testimony to the solidarity of women's opinion in this respect. At the same time a large number of Women's Societies sent up resolutions urging the same thing. The Prime Minister has also been asked to receive an influential deputation consisting partly of leading solicitors and partly of women, but so far no reply has been received.

In most of the British Dominions women are no longer disqualified for the legal profession. They can practise in New Zealand, the greater part of Australia, and in parts of Canada. They have practised as barristers in France since 1900, and as solicitors in Denmark since 1906; they may practise in Sweden, Denmark, Finland, Norway, the Netherlands, and in some of the Cantons of Switzerland. In the United States there are over a thousand women lawyers, and the success which has attended their work in the Children's Courts is well known. One of the first acts of the new Russian Government was to open the practice of the law to women. Apart from foreign experience, our own women Factory and Board of Trade Inspectors have for many years successfully conducted their own cases, and done their own cross-examination.

As regards the need for women solicitors, there is no doubt that on certain questions women would rather consult a woman, while in many cases it is highly desirable that a woman should be present to watch the interests of her sex. "To-day," Miss Chrystal Macmillan points out in a recent article in *The New Statesman*, "the country is reaping the benefit of the knowledge that has come to women and to the country through the woman doctor. Many of the present abuses and inequalities in the administration of our courts cannot be remedied until women have a practical knowledge of the machinery of the law. . . . The country cannot do with less than the best services of all its citizens, women as well as men. We cannot continue to shut the door on those women who can best serve it by entering the legal profession."

On the grounds of equity, now that the war, in bringing bereavement to many homes, is forcing women in increasing numbers to earn their living, is it fair to deny to them an equal opportunity with men of earning an honourable livelihood in a well-paid profession?

L. F. N.

A "Common Cause" Hut in France.

We most gratefully acknowledge the following sums:—

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Miss L. T. Rowland	2 2 0		
Mr. and Mrs. Allen	1 0 0		
			£55 0 6

Correspondence.

DWELLINGS FOR THE WORKING CLASSES.

MADAM,—I hope that the Women's Interests Committee of the National Union will press for the appointment of women on any committee to consider the provision of dwellings for the working classes. According to the *Daily Telegraph*, such a committee has been formed, and there is no woman on it, although the committee is to report to the Local Government Board on the question of building construction.

I received, a short time ago, a letter from a working woman, who said "there will be new houses built after the war, why not ask women who have to live in such, to advise about the plans before they are built, so as to save space and make houses really useful instead of to make trouble and mess; and have places to store and put things away proper. Those the builders build to make money are that silly and awkward inside they just fair make a decent woman cry with not being able to alter them after they are built."

If women's sphere is the home, why should the Local Government Board neglect their experience and knowledge? KATHERINE VULLIAMY.

WOMAN SUFFRAGE IN IRELAND.

MADAM,—May I ask for space to correct a serious mistake in my letter of July 20th on the above subject, and to express my thanks to the correspondent who drew my attention to it?

The statement "Irishwomen will have the Parliamentary vote on the same basis . . . as the men" is incorrect. The qualification for the Parliamentary vote in Ireland, as in England, under the Representation of the People Bill is residential, where men are concerned. The qualification for women under the Bill is occupation, joint or several. The exact interpretation of the words depends on action taken over Clause 31, when the application of the Bill to Ireland is considered. It is quite possible that some Irishwomen may actually lose their municipal vote, as women occupying furnished rooms at present have the municipal vote in the Irish boroughs which have been made into Urban District Councils. Only one Irish M.P., Mr. Barrie, raised the point during the debate. The Local Government register is at present wider in Ireland than in England, but, so far, the Bill establishes the same basis for both.

DORA MELLONE.

A "Common Cause" HUT for FRANCE

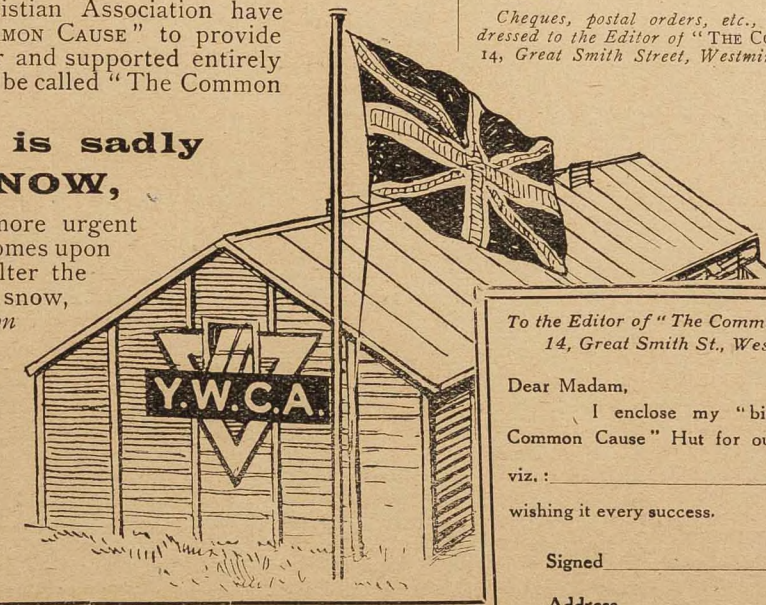
The thousands of brave girls who have volunteered for the Women's Auxiliary Army in France are leaving their homes and country to go to a land where, to most of them, the language and surroundings are all strange, and the conditions of living quite different from what they have been used to at home. On their arrival in France, the happiest welcome they can have is to be able to go to a Y.W.C.A. hut, where they can get rest and refreshment and the companionship and help of their own countrywomen.

The Young Women's Christian Association have asked the Editor of "THE COMMON CAUSE" to provide one of these huts, to be paid for and supported entirely by readers of this journal, and to be called "The Common Cause" Hut.

Such a hut is sadly wanted NOW,

but it will become an even more urgent necessity as soon as the winter comes upon us. To be in readiness to shelter the girls from the cold and wet and snow, it is necessary to start the erection of the hut immediately, and we earnestly appeal to our readers to send us their Donations without delay.

Please send your donation TO-DAY.



The total amount asked for is £900, which is made up as follows:—

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To the Editor of "The Common Cause,"
14, Great Smith St., Westminster, S.W. 1.

Dear Madam,
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viz.:
wishing it every success.

Signed

Address

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The Cause of Education.

"The reforming of education is one of the greatest and noblest designs that can be thought on, for the want whereof the nation perishes."

There are three things which every child ought to have the right to demand from the community into which it is born: decent material conditions, education, and the prospect of free citizenship. The housing problem is at the root of all questions about material conditions; some aspects of it were dealt with in THE COMMON CAUSE last week; free citizenship is the habitual theme of Suffragists: this week our thoughts are irresistibly turned to education, and we are compelled to realise how very little of it the great majority of children get, just as we were compelled to realise last week how little they get in the way of decent material conditions.

In Barrow-in-Furness a father and mother and eight children were living—perhaps still are living—in one room; in this same room the mother was confined of her ninth child. This ninth child certainly did not find decent conditions awaiting it; what are its chances, if it survives, of receiving such an education as will enable it to improve them, or will furnish it with a way of escape into that immaterial kingdom of the mind where emperors and slaves are equal?

Thanks to the President of the Board of Education, they are a little better than they were last week. Last Friday, in a House which neither the importance of the subject, nor the fame which he has already achieved as a Parliamentary speaker, could prevent from being very thin, Mr. Fisher introduced an Education Bill, small in comparison with the desires of the more zealous reformers (among whom, we believe, is the Minister himself), but almost revolutionary in comparison to anything that has been done in this direction during recent years.

In the excitement about Stockholm, and Mr. Henderson's relations with the War Cabinet, a large proportion of the House of Commons and of the daily Press were unable to give more than a momentary attention to the subject of education. To Suffragists, and, indeed, to all those who take long views, it has a more abiding interest. It is something to be thankful for that we should have an Education Bill at all at this time, and a Mr. Fisher to frame it. Eighteen months ago it seemed likely that the only thing the years of war would produce for education would be an accumulation of the kind of economies which end by being so expensive, because they treat human brains and bodies as the only things that are cheap. All over the country the number of teachers in schools had been diminished; school buildings had been taken over as hospitals; cleaning and repairs had been reduced to a minimum; the purchase of books and instruments had been stopped. The attempt to bring the numbers in classes in elementary schools down to a manageable size had been abandoned; children below five (in some instances below six) had been excluded from schools in poor areas just at the moment when their fathers were being called away on military service, and their mothers were being drawn into industry or overburdened with lodgers, so that their homes were less desirable than at ordinary times. Worst of all, agriculture and industry had made claims on the children of the poor, and the adult population had submitted to the claim.* In the face of these "economies," some perhaps inevitable at first, but all most dangerous to the life and growth of the nation, educationalists had been forced into a defensive position. At each new suggestion for sparing the ratepayer and the taxpayer, "releasing" teachers for war service, and sweating those who were not released; protests were raised by minorities on local bodies, the teaching trade-unions, educational conferences, enlightened individuals, and labour organisations. At first they seemed quite unavailing.

* See THE COMMON CAUSE, July 13th, 1917. Article on "Child Labour."

Gradually, however, they had their effect, and in the spring and summer of 1916 a change began to come over the scene. Suddenly there seemed to be a real hope that the public mood which had thought it possible to sacrifice all objects, including the children, to the immediate needs of material existence, might be succeeded by a real awakening to the cause of education. There were no doubt several reasons for this psychological change. One may have been an uneasy consciousness that the kind of efficiency we have encountered in our enemies has something to do with education. It has been said many times lately that England cannot hope to hold her own against Germany in the future unless she arranges to give her citizens as thorough an intellectual and technical training as is provided by the German State. But the desire for efficiency is not in itself a strong enough motive to transform our educational system or to rouse us from our native indolence about the things of the mind. A more fundamental reason for the change in the public attitude during the last year has been that determination to make our civilisation worthy of what we are sacrificing for it which may be called the spirit of reconstruction.

The attack made in the name of war economy on our present meagre educational system was not without its uses. In resisting it those who have devoted their lives to education brought forward facts about existing conditions which have made a deep impression on many who are not specialists, but whose thoughts are now naturally turned to the future of the country. Some of these facts are sufficiently startling to wake even the sluggish to thought. We can quote only a few here. The majority of our children have been going to school when they were between three and six, and leaving school for good when they were between twelve and fourteen. Out of the whole youthful population of this country only about a quarter of a million get any education at all worth speaking of after they are fourteen. Of those under fourteen, Sir George Newman, Chief Medical Officer to the Board of Education, has calculated that not less than a million children are so physically and mentally diseased and defective that they can get no benefit from education. The total income of the nation has been put at £24,000,000,000, but of this only about £40,000,000 is spent on education. Our elementary schools are poverty-stricken; 42,200 teachers in them receive salaries of less than £100 a year. It is not surprising that it is not possible to get enough of the right kind of men and women as teachers, nor, indeed, to get enough of any kind. Therefore the children have to be taught in unmanageably large classes, and the underpaid teachers are also severely overworked. That is to say, that before the age of fourteen most of the children of this country have an inadequate education either because of their own physical and mental conditions, or those of their teachers, or both; and that after fourteen (the age when many of us feel that we began to learn), they get no more education at all, but go out into factories and shops and offices, or to farm labour or domestic service, and unless they have special aptitudes and special good fortune, are cut off for ever from the intellectual world.

The new Education Bill does something to remedy this disastrous state of things, and promises us something for the future. If it does not fulfil all the high hopes that were raised when it was announced last December, that the Government had responded to the reconstruction spirit by appointing a scholar and an idealist to the Board of Education, it does at least set them in the way of fulfilment. It takes us a few steps on the path along which reformers were looking, and which was mapped out nine months ago by that wonderful combination of scholars and working people, the Workers' Educational Association.*

Mr. Fisher, we can well believe, would like to go further, but there are mountainous obstacles to traverse. One is the industrial materialism, which can only be reconciled to education if it is to lead to greater powers of money-getting, and which is essentially opposed to the things of the spirit; another is that massive, popular apathy which it is so difficult for any reformer to penetrate.

Perhaps, however, the apathy is not really quite so massive as the atmosphere of the House of Commons may have led one who is used to a very different environment to believe. The spirit of reconstruction is in the air, there are many present and many future citizens who would welcome a far greater advance in the cause of education than is proposed by the present Bill.

From one portion of the nation, at any rate, a reforming

* "The Programme of Educational Reform," drawn up by the W.E.A., was published in *The Highway* for December, and afterwards as a separate pamphlet. It can be obtained from the Workers' Educational Association, 14, Red Lion Square, W.C. 1. It is interesting to compare it point by point with the Education Bill now printed, and obtainable from Messrs. King, 14, Great Smith Street, S.W. 1, price 3d.

Minister of Education ought to be sure of enthusiastic support. Education is one of those great questions in which men and women are equally concerned, but about which the women's point of view has not up till now been sufficiently heard. For three generations women have toiled and striven for education; numbers of our schools and colleges were established by the efforts of women. Three-quarters of the teachers who come forward to teach in elementary schools are women; no one is more deeply concerned in the education of the child than the mother, except, of course, the child itself; and the child itself is at least as often a girl as a boy. Yet no one has thought of placing a woman upon the Board of Education. The Committee appointed to advise on the conditions of employment of elementary teachers (a large majority of whom are women) consists of only four women and of fourteen men. Our reforming minister himself, from whom we hoped so much, has brought forward a scale of minimum salaries, which, while it improves the salaries of women teachers, yet legalises their value at less than that of the men. We urge Mr. Fisher to sweep away this injustice, and not only to give equal opportunities of learning to girls and boys, but also equal conditions for teaching to women and to men. We urge him to go boldly along the path of reform, and to consult women as well as men at every stage. We urge the women who are about to become citizens to give Mr. Fisher their intelligent support in his endeavours to save the children of the nation. The franchise reforms of 1867 led directly to the Education Act of 1870, which established popular education; the enfranchisement of women ought to do something greater still for the cause of enlightenment and the cause of youth.

Reconstruction—For War or Peace?

A few years ago, one of our most popular magazines had the happy idea of producing series of photographs of famous folk, illustrating their progress from infancy to age. If some analogous presentment could be recorded of successive changes in the mental personality of individuals and of nations, the interest might be even greater, and would perhaps exhibit even less-sustained continuity than the photographs of the bald-headed baby and the equally bald and venerable statesman or artist. Only assiduous and very honest keepers of diaries could enable us to realise the changes which have crept over our outlook and attitude since the early days of the war,—the days when our predominant sentiment of amazement and horror continually found vent in the cry of "Never again!" That, and the equally prevalent catchword "The war to end war," are less frequently heard now; the memory of them has something of the irony of the inscription on a ragged and neglected grave—"Gone, but not forgotten."

In these three years, indeed, we have grown horribly accustomed to the state of war; a certain section—not, we believe, a majority—would even seem to have settled down with it in the spirit of Tennyson's invocation:—

"O Sorrow! wilt thou dwell with me—
No casual mistress, but a wife?"

Not only do they live, move and have their being in war, but they cannot eliminate it from their dreams and plans for the future; they increasingly accept it as something to be reckoned with, not by our own generation only, but by our children and our children's children. Such an attitude would have been incredible three years ago. To-day the evidences of it meet us continually, however unwilling we may be to admit it, and whatever our bewilderment as to how it has come about.

Among the compelling factors in those fateful first days of August 1914, was the hatred, in liberty-loving Britain, of the systematised Prussian militarism, which, for the sake of Humanity and Civilisation, was to be exterminated from the world. To-day (by way of successive capitulations and changes of face which a psychological camera might render intelligible), we are in danger of assimilating that system ourselves, albeit not without shamefacedness when we are starkly confronted with the fact. A lady, honestly shocked by the remark that the world had turned its back on Christianity, protested, "Oh! don't say that! I'm sure we shall go back to it when the war is over."

Even those who, under the pressure and menace of a life and death struggle, may deliberately acquiesce in the temporary abeyance of principles by which they have hitherto steered their course, should not relax that eternal vigilance which is the recognised price of liberty.

In this connection all who are interested in the reorganisa-

tion of Education, should take note of a recently published book by Mr. W. A. Brockington, Director of Education for Leicestershire, intended primarily for use in public and secondary schools having O.T.C. and Cadet contingents. The writer urges that full advantage should be taken, in the interests of military training, of the "pliant disposition" of the young recruit, who should be drilled in the strictest military etiquette—e.g., "No Cadet must speak to an officer except he be accompanied by an N.C.O.," and so on. Science teaching "must invariably provide a sure foundation for practical training upon the machine-gun, the bomb, the grenade, or whatever weapon of war human ingenuity may yet contrive."

Bayonet practice is to be thoroughly and realistically taught, with dummy enemies, and careful finish in such niceties as sticking a man when standing, crawling out of a trench, running away, or lying wounded on the ground; concluding with the direction, "Drop butt to ground and seize bayonet to stick into the throat at close quarters."

The menace of which this school manual is an example and warning is of vital moment to the parents of the coming generations; and especially to the mothers, who are for the first time about to be entrusted with some direct power over national and legislative affairs.

The appeal to the self-abnegation of women, to their readiness to sacrifice the lives dearer than their own, has been based on the loftiest hopes and ideals,—nothing lower, indeed, could have called forth the response we have beheld. The stricken families of to-day have endured their losses and their agonies for the redemption and salvation of the families of the future, in unquestioning faith in "the war to end war." To present calmly to them proposals for a limitless bill of credit for the continued sacrifice of children yet in the schoolroom, to claim their consent to embark on the systematic training of these children to scientific slaughter, is to proclaim to thousands of martyred hearts that their supreme sacrifice has been made for a delusive hope; it is the negation of the ideals which have inspired the bravest of our heroes, living and dead; it is the funeral knell of the yearned-for era of Reconstruction, which for so many has been the star of hope guiding their steps eastwards through the long darkness of the night. If this hope is to be relegated to the far-off vistas of a future too Utopian to have much living interest for our generation, the appointment of Committees for Reconstruction or for new schemes of National Education would seem, to say the least, pitifully premature. We do not believe that our Statesmen, our Educationists, our Religious Leaders, have nothing better to offer us than the systematic perpetuation of the present nightmare of existence: but if these fail us, surely for thousands of women, who envisage their coming political responsibilities as a sacred trust for the service of humanity, it is a vital question whether the work of Reconstruction is to be for War or Peace.

C. C. OSLER.

Reviews.

SOCIAL AND INTERNATIONAL IDEALS. By Bernard Bosanquet. (Macmillan & Co. 6s. net.)

An Oxford lecturer, not inexperienced in the practicalities of a world without the shrine of letters, once defined the great difficulty of political science as that of bringing down the abstractions of philosophy to the actualities of politics. This is what Mr. Bosanquet is doing in his "Social and International Ideals." His work is rather explanatory than creative. He attacks the attitude of mind that sees its theories in one compartment, its statistics, in another. Actuated by his own conviction of the futility of abstraction, he selects those intellectual conceptions which he considers vital to any clear understanding of social organisation, and shows how useless they are, unless based on practical experience.

No theory has a value that cannot bear the test of practical application. Humanity is the touchstone to be transmuted into gold. Perception by participation is virtually Mr. Bosanquet's motto.

It is the basis of his treatment of patriotism—"A true patriotism recognises the root of our moral being in the citizen spirit and citizen duty"; of optimism—"Our ideas both of what is best and what is worst must be drawn from the world in which we live"; of the "real thing"—"For the highest effort of thought the abstract mind is fatal . . . you get the abstract mind where you have no sort of training in social responsibility"; of idealism—"Idealism is not the power of escaping from . . . reality. It is the power of diving within the core of appearance until the real reality discloses itself."

In "Social and International Ideals" Mr. Bosanquet restates his Theory of the State. The essence of this, as of his previous treatments, is the teleological view of Aristotle, broadened so as to lend a higher importance to the individual as setting the standard for the State, without detracting from the value of the Greek conception of the State as a vital entity. The organic theory is the only theory which restores to the idea of citizenship any of its old living force. Mr. Bosanquet lays great stress on the need for an optimism founded on the experiences of pessimism—an optimism, that is, which recognises the value of suffering in the development of the individual. Such optimism is something apart from and indifferent to material progress. Seeing that its realisation in practice must logically

lead to social stagnation, Mr. Bosanquet avoids this issue by declaring progress inevitable, since our nature leads us to work for progress.

But does not such a view reduce the vitalising force in man to futility? His progressive impulse is mere instinct; its effect immaterial. If man achieves the perfection at which he aims, he will be hindering rather than helping the formation of the individual, by eliminating what is instrumental to it, namely, suffering.

Mr. Bosanquet refers to "the comfort of the conviction that there will always be enough evil to go round." It is, as he says, a "ghastly consolation." Yet the choice is between a philosophy which looks to a material perfection that cannot produce the perfect individual, and a philosophy which looks to individual perfection, but finds it only in imperfection of the concrete, thereby nullifying the value of man's impulse towards the perfect. The inconclusiveness of philosophy is always dis-appointing. It is the more so when thrown into glaring apperance by appointing. It is the more so when thrown into glaring apperance by appointing. It is the more so when thrown into glaring apperance by appointing. It is the more so when thrown into glaring apperance by appointing.

INEZ M. FERGUSON.

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INTERESTING SUPPORT FROM OVERSEAS.

The "Pioneer Club," Wellington, New Zealand, have just sent, through the High Commissioner for New Zealand, to the Hon. Treasurer of the Scottish Women's Hospital, the handsome sum of £400, for the Hospital Unit in Macedonia, in charge of Dr. Agnes Bennett. This is the second donation received from this Club, whilst the sum of £55 has been received from the "Ranfurley Club," Masterton, New Zealand.

The "Hankow War Charities' Committee" have just remitted £50 for the S.W.H., whilst £10 has come from the "Beira Boating Co." and "Manica Trading Co. Ltd.," Beira (Portuguese East Africa), and £15 from Monte Video, South America.

The interest aroused by Miss Kathleen Burke, in the United States and Canada, continues to evince itself practically, subscriptions having recently been received from several private sources, including friends in Milwaukee, Chicago, and New York.

Further subscriptions are still urgently needed, and should be sent to Mrs. Laurie, Hon. Treasurer, Red House, Greenock. Cheques to be crossed "Royal Bank of Scotland." Subscriptions for the London Units to be sent to the Right Hon. Viscountess Cowdray or the Hon. Mrs. B. M. Graves, Hon. Treasurer, 66, Victoria Street, Westminster, London, S.W. 1.

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MATERNITY OUTFITS.

NEW IDEALS IN EDUCATION. CONFERENCE AT BEDFORD COLLEGE.

In opening the Conference, on August 15th, Lord Lytton explained that it was the fruit of a series of conferences held by a group of educationalists, who investigate new experiments in education, and discuss some special aspects of it every year. This year the subject is to be the continuation of education after "school age." "It is," said Lord Lytton, "the subject of the hour, and we are fortunate in having secured as our speaker the man of the hour, the President of the Board of Education. I welcome him as a co-revolutionary—his speech in the House of Commons, last Friday, shows him in that light. The comparative emptiness of the House of Commons when he made that speech—an emptiness which seems to us outside that House incredible and intolerable—must not be taken as typical of the attitude of the country. In spite of the war there was never such interest in educational problems among the people as there is to-day.

Mr. H. A. L. Fisher, President of the Board of Education, said that a conference on education might be described, as a voyage to America had been described, as "an excursion into the future." The statement that there is a connection between youth and education is a platitude when it is applied to the leisured classes; when it is applied to the mass of children in this country it is, alas, not a platitude but a paradox."

Mr. Fisher then delighted his audience by quoting from *Mansfield Park* the description of the Miss Bertrams' education, and saying that the children in his continuation schools would learn more in the space of an afternoon than these young ladies in all their elegant career. He then spoke of the connection between industrial unrest and lack of food for the mind.

In conclusion, he said that as the heroic resistance of the city of Leyden to the Spaniards had been commemorated by the foundation of the University of Leyden, he would like to see this war commemorated by the foundation of a University of England.

WOMEN IN INDUSTRY.

Speaking at the summer meeting at Golder's Green, on the Industrial Future of Women after the war, Mrs. W. C. Anderson urged the need for a new consolidating Factory Act. This Act should secure a forty-eight hours' week; no fines or deductions; no truck; improved sanitary standards; more women factory inspectors, not welfare workers. Improved wages boards were needed, and provisions for motherhood on the lines of a Ministry of Health.

In reconstructing industry, the aim should be to secure as wide a field as possible consistent with the maintenance of health and the welfare of the race. To realise these aims women must be employed at wages that would ensure a decent livelihood, at equal wages for equal work, and approximate wages for approximate work. Trade Unionism had made great progress among women during the war: it was well for them to be in the same unions as men if possible, but it must not be a mere paper membership; they must be encouraged to take an active part in their union.

Items of Interest.

Owing to the changes in the National Service Department, all correspondence relating to the Women's Land Army now addressed to the Women's Section, National Service Department, should, on and after Wednesday, August 15th, be sent to the Women's Section, Food Production Department, Board of Agriculture, 72, Victoria Street, S.W. 1.

The Women's Army Auxiliary Corps will in future be administered by the Adjutant-General's Department of the War Office. Selection Boards and Medical Boards (composed of medical women) will be established. The Corps will be recruited through the Employment Exchanges, but it will be a week or two before these have readjusted their machinery to meet their new duties.

The Architectural Association will open its school for women for the first time this autumn. The examinations of the Royal Institute of British Architects and the new degrees in architecture at different universities have been open to women, and several are already practising, but it has been a serious handicap to women wishing to qualify that they have not hitherto

been accepted by this school, to which men come from all parts of the world. The training for domestic architecture takes three or four years, and the cost is about £50 a year. The school opens on October 1st in its new premises at 34 and 35, Bedford Square, W.C. 1.

Applications are invited for a limited number of places in the Pilcher Research Laboratory attached to Bedford College for Women. Places are available for post-graduate work in science or in arts, preference being given to research in Science, and, at the present time, to any investigation connected with the war. Applicants must state their qualifications, the nature of the research, and the period for which application is made. Further information may be obtained from the Principal, Bedford College, Regent's Park, N.W. 1.

A letter in the *Manchester Guardian* of August 13th, from the Executive Committee of the Association of Head Mistresses, presses once more for the publication of the report of the enquiry, held twelve months ago by the Board of Education, into the conditions under which the Training College of the City of Leeds was controlled and managed, with special reference to the resignation of the Vice-Principal, Miss Mercier, and of nine of the tutors.

The Association of Head Mistresses feels that it cannot allow the matter to drop, because its members are constantly being asked to advise their senior pupils in the choice of a training college, and until they are in possession of the facts which led to the enquiry, they cannot recommend any girl under their charge to enter a college where there is doubt as to whether the principles underlying its control and management are in accordance with the soundest educational ideals. From the professional point of view, the Committee feels that the suppression of the report is very unfair to Miss Mercier and her colleagues, who welcomed the enquiry.

A new department has been recommended to organise the training of the blind, and their assistance generally. This recommendation is the result of a special enquiry on the condition of the blind appointed last May. The department, it is suggested, shall be set up in the Ministry of Health, whenever such a Ministry is created, and shall, in the meantime, be set up in the Local Government Board.

The Cross of the Legion of Honour, an honour seldom awarded to women, has been awarded to Madame Charlotte Maitre, for assisting wounded under fire, and continuing her work after being herself wounded by shell splinters. Madame Maitre has already received the Croix de Guerre and the Medaille des Epidemics.

What Some of our Societies are Doing.

In superb weather, the Ascot Women's Suffrage Society held a "Lavender and Token Day" on July 28th, the proceeds being destined for the Y.M.C.A. huts and Lena Ashwell concerts at the Front, in connection with the Marchioness of Downshire's "Lavender Days" in Berkshire and for the "Ascot" Beds with the Scottish Women's Hospitals. A house to house collection was made in the district, and four shops were opened during the day. One of these, the "Lavender Shop," was especially attractive. Here everything for sale was in shades of mauve—from hats, blouses, and cushions to soap, pencils, sachets, and sticks of sealing-wax—and among its visitors were Princess Alice (Countess of Athlone); Margaret, Rane of Sarawak; and Mr. Asher, of Ascot-place.

The principal hospitals, schools, nursing homes, and camps were visited by the Lavender and Token sellers, and the day proved a very successful one, resulting in a sum of over £700.

HOLT AND DISTRICT W.S.S.—The annual meeting was held at Kennyn, Holt, by kind permission of the Rev. and Mrs. Fields. Being August, a great many members were away, but there was a good gathering of friends and others. Mrs. Corbett Ashby gave a most interesting address on the responsibilities of the Woman Voter, and her share in the coming reconstruction. The report was chiefly on work done for the Serbian Units of the S.W.H., and included lectures by Miss Fielden (£13 10s.), entertainment given by Holt Amateur Dramatic Society (£25), jumble sale (£31), sale of waste paper (£11), and donations, bringing the total to £111. The Society had named two Holt beds for a year.

A resolution was passed by the meeting, that the Secretary should write, in the name of the Society to Sir G. Cave (after the summer vacation) that the women's Municipal Vote should cover the same ground as the Parliamentary Vote.

West Midland Federation.

The Mrs. Harley Memorial Fund has now reached the total of £42 17s. 6d.:

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Mrs. Moore Ede	1	0
Mrs. Greer	5	0
Hon. Mrs. Haverfield	1	0

LONDON UNITS OF THE SCOTTISH WOMEN'S HOSPITALS.

There is no official information from Dr. Inglis in Roumania, but we understand that the unit is to be removed from Reni to a place unnamed, not very far off as to actual distance, but which may involve a roundabout journey.

The Equipment Secretary for the London Units will still be glad to receive:—100 Mattress Covers, 50 Fomentation Cloths, Dressing Gowns, Day Socks, Warm Gloves, Safety Pins, Large Triangular Slings. She is very grateful for the response to her appeal of August 3rd.

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(Continued on page 236)

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Continued from page 235]

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