

Correspondence.

(The Editor is not responsible for opinions expressed by correspondents.)

(To the Editor.)

Dear Madam,—Don't you think it would be delightful to have a separate infant school for each large school?

Wouldn't it be gratifying to have a beautiful room for each class of thirty small children, and, if we only had adequate floor space in each room, what marches and games we could have indoors on wet days, and how convenient the floor area would be for little dramas, charades, and other alluring educative occupations!

I should like chairs for very small tots, because these would be more comfortable, and a baby could love a chair much more easily than a form which holds five other babies, and can't be moved about.

Then, dear Mrs Editor, if a really good trained teacher were found for every class, what stories could be told just at the right time! With what definiteness of aim each lesson could be taught!

Think of the joyous response of the babies, and what a glad, happy time the little darlings could have.

Wouldn't it be splendid if something could be done for the benefit of the tiny tots so that they might have the most joyous and helpful time it is possible to give them?

Joy is like beautiful sunshine which has been stored up and is laughing its way out again into the world, making everything sweeter and more wholesome.

Dear Mrs Editor, will you ask the authorities to do something more for the babies? They will be sure to listen to you and do what you ask.—I am, etc.,

RITA.

(To the Editor.)

Dear Madam,—Mrs Atkinson's letter in your last issue, re resolutions 6 and 7 drawn up in connection with the recent Women's Protest Meeting, is calculated to create an impression unwarranted by facts. May I briefly explain that it was brought to our notice the evening before the meeting that a small section of women intended to oppose strenuously anything that they considered reflected injuriously on the methods of the police or on the magisterial attitude towards the Kelburn case. As the main object of the protest meeting was the exposure of a legal system which sanctions a double standard of morality, and which imposes punishment on women only for an offence in which man and woman is equally involved, Lady Stout decided not to jeopardise the object of the meeting by an insistence on the discussion of an unpopular side issue, whose withdrawal would not be inimical to the principle

at stake. At the eleventh hour, therefore, she tactfully withdrew resolutions 6 and 7, thus avoiding the hysterical outburst from police supporters.

There was no time before the meeting to communicate with the various women's societies throughout the country, explaining why two resolutions were eliminated, but they were informed afterwards. No society, however, would be likely to slavishly adopt all the resolutions suggested. As a matter of fact, there were some who, while in agreement on the main points, differed slightly on some point of detail, and accordingly reconstructed the resolution so as to embody the difference.

We may rest assured that no resolution was carried anywhere without careful consideration being first given to it by those thinking women who are battling for the uplifting of humanity and the observance of the Golden Rule.—I am, etc.,

L. A. HAVERSON.

HOW TO BEAT GERMANY IN EDUCATION.

Upon the training of the coming generation rested the future of the nation, said Lord Haldane at Glasgow recently in an address to the Educational Institute of Scotland. His lordship's subject was "The Larger Aspects of the Education Question." He maintained that as we succeeded in raising the level of education so we would put ourselves in a position of strength relative to other nations who were our legitimate competitors. He looked forward to the process of devolution being applied to a number of things which were centralised at present, including education. Were that done, their local Parliament would be a very interesting body. They would have a peace interest, not only in education but in the composition of such local Parliaments. Our educational instituting, he said, contrasted very badly with the institutions on the Continent. Scotland was ahead of England in secondary education, but Scotland was still behind the Continent. The war, however, had caused an immense awakening. For many years he had dreaded the menace of Germany in the matter of her superior system of education more than he had dreaded the menace of war. A great step forward in both the English and Scottish Bills was the development of the continuation system, with its compulsory education up to eighteen years, in some form or another. This was the first step in the introduction of the

thin edge of the wedge which, he hoped, would lead to more being introduced into the gap. But teachers must be a more important set of people in the future; they must have greater social status, and to that end they must receive more cash. Education was the very foundation of democracy. It was the only way to get rid of social inequalities. If they carried education of democracy far enough they would have solved nearly all their problems.

OUR DEBT.

Our lads have gone forth from the land they love,

All inspired by sweet Freedom's breath;

Behind them there lies all the promise of life,

And before—the promise of death.

They do not repine, for they go to fight

A fierce foe whom their souls condemn;

They offered their all, they are giving their all;—

What are we giving for them?

The wrath and the wrack of the blood-stained field

Hover round them by night and day;

But still do they smile, and smiling they fall,

While others dash into the fray.

Sleep on, quiet hearts! for your spirit lives,

And will shine as life's choicest gem.

They offered their all, they have given their all;—

What have we given for them?

Their spirit is borne in the scent of flowers,

It is heard in the song of birds, It comes in the wail of the wind in the wood,

And it comes in love's whispered words;

It comes in the sigh of the autumn leaf

As it falls from its weary stem;

They offered their all, they have given their all;—

What have we given for them?

W. Vere Mingard.

"Eat what you like," says Dr. Woods Hutchinson. But suppose you can't afford to?