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SPECIAL TEACHERS' NUMBER.

# THE VOTE

THE ORGAN OF THE WOMEN'S FREEDOM LEAGUE.

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FRIDAY, MARCH 30, 1923

**OBJECT: To secure for Women the Parliamentary vote as it is or may be granted to men; to use the powers already obtained to elect women in Parliament, and upon other public bodies, for the purpose of establishing equality of rights and opportunities between the sexes, and to promote the social and industrial well-being of the community.**

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## THE MARRIED WOMAN IN THE SCHOOL.

By LEAH MANNING, J.P.

It is now more than a dozen years since Olive Schreiner produced her great thesis on Woman and Labour, and showed that, if our Western civilisation is to be saved from degeneration and decay, there must be a complete readaptation of the life of woman to the modern conditions created by machine labour. Since that time, much water has flowed under the bridges; the Woman's Movement has won many triumphs. The irresistible logic of woman's demands, combined with the special circumstances of the war, and post-war period, have at last achieved for her the legal status for which she has fought so long and so valiantly. Higher education, a limited franchise, workshop and factory, field and garden, medicine and law, jury-box and bench, the council chamber and Westminster—all are hers by law. But there are many lions in the path, and before woman can take what is legally her own, these beasts have either to be slain, or a long and circuitous route taken to avoid them. The lions of tradition and narrow-minded convention are the fiercest, and never do they bare their fangs so cruelly as when they gnash at the married woman who is not contented with the restricted opportunities offered by a ceaseless round of domesticity, and who is determined to use in the service of the community the professional training, skill, and experience with which she has equipped herself.

### Pre-war Days.

The controversy over the right of the married woman to work in any paid office seems to have narrowed down to women employed in the public services, and, since women teachers form the largest section of this class of worker, attention has been particularly concentrated on their case.

What is the history of the married woman in the school? In pre-war days, Education Authorities could be divided into three classes on this question: those that had a definite regulation requiring women to resign on marriage, those that had an unwritten law to the same effect, and those that definitely encouraged women to remain in their service after marriage. To

the last class belonged the L.C.C., and practically all the County Authorities, where the practice of making joint appointments of husband and wife to rural schools was often the best method of securing the continuous services of efficient and well-qualified people in isolated districts. What has been the experience of the last class of authority with regard to their married women teachers? Debate after debate, in which this question has been discussed by the L.C.C., has shown that the very members who have now agreed to the reactionary regulation, recognise definitely the zeal and devotion of the married women, and the expediency of having them upon the staffs of their schools, whilst the husband and wife, with the joint appointment to a village school, have often proved to be the centre of the cultural and spiritual life of the little village community.

### During the War.

With the outbreak of war, we get a new chapter in the history of the married woman in the school. Boys' schools were quickly emptied of their staffs; the same thing happened to the men's Training Colleges and Universities; and every Education Authority, whatever may have been their previous attitude towards married women, gratefully accepted their services at this critical juncture. The sacrifices of these women have never been recorded, and will never be properly appreciated. From quiet, well-ordered homes, and the uneventful routine of domestic life, they found themselves face to face with the problems presented by classes of fifty and sixty boys, set free from masculine domination both at home and at school, brimming with suppressed excitement created by the war atmosphere, and bent on "playing her up." Aching hearts and aching heads must have tempted many in the first few months to throw up the job. But pluck and determination, a reborn love for the old profession, and high ideals of service which made them give their all, rather than see the lads robbed of their education, who were being already robbed of so much through the incidence of the war, brought its reward. Many headmasters

have testified to the splendid effect which these women eventually had, not only on the discipline, but on the work of their schools, and have striven hard to retain them for their lower standards, in face of the edicts of their Local Education Authorities! The great majority of these women had accepted the Act of 1898. They probably had ten years' pre-married service to their credit, eight years' war service, and needed only two or three more years to qualify for a pension; their families were often grown-up, their domestic affairs easily arranged, their work in school thoroughly efficient and reliable. Then came the great crisis in the teaching profession. In August, 1919, the Board of Education stated that, whilst the average annual supply of teachers for several years was less than 7,000, the national requirements were not less than 9,000; and if the requirements of the Act of 1918 were to be met, the annual supply ought, during the next fifteen years, to be 15,000. The new Pension Scheme, the Burnham Scales, and the opportunities of a career, offered by the provisions of the new Education Act, were inducements to enter the profession, which soon had results. New entrants poured into the Training Colleges, and by September, 1922, were ready to be absorbed into the schools. But the two years which had been spent by these young people in the Training Colleges had been years fraught with calamity for education. In the pursuit of economy, not a branch of this great social service but had been seriously injured. The Local Authorities were seriously hampered by the continual and harassing circulars sent to them by the Board, insisting on reduction in expenditure, and a degradation in the standard of staffing. Under these new circumstances they found it impossible to place the applicants from the Training Colleges. Indignation was rife. Parents who had sacrificed much to send their children to College, demanded that places should be found for them. The Authorities were in a quandary, when an excellent solution of the problem was presented to them, which would enable them to kill two birds with one stone. By passing resolutions terminating the services of their married women teachers, they were enabled to find places for the College applicants, and considerably reduce their salary bill, since the majority of the married women were at the top end of the scale, whilst the young people from the Training Colleges would begin at the other end.

**The Sole Test.**

The two definite principles which should have guided the Authorities in their deliberations on the question were rarely touched upon. The sole test for a teacher, both in the interest of the children and of the rate-payers, is efficiency. If marriage has interfered with that efficiency, the teacher has no claim for retention—but her dismissal must be on the grounds of inefficiency, not of marriage. Unfortunately, the Authorities have always been nervous of taking that line, and there can be little doubt that an unfortunate combination of circumstances, which has told heavily against the married women, and pushed the Authorities along the line of least resistance, has also led to a flood of generalisations on the subject, which tends to obscure the issue, and make one lose sight of the fact that, whatever may be the legal technicalities which prevent married women at this juncture from seeking the protection of the Sex Disqualification (Removal) Act of 1919, the spirit and intention of the Act has been completely frustrated by the Authorities. The Act declares that a person shall not be disqualified by sex or marriage from the exercise of public functions, or of a civil profession or vocation; and it remains to be seen whether the Education Authorities, which have so entirely disregarded this great principle, will be able to maintain their position when the fortuitous circumstances which have aided them at the moment have passed.

**INTERNATIONAL WOMEN'S FRANCHISE CLUB.**  
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**CULTIVATION OF THE NUMBER SENSE**

By W. FORTUNE FOWLER.

Progress in teaching methods has been such a marked feature of the educational history of the past fifteen years, that it is wonderful to note how little the teaching of arithmetic has changed since the days of the codes. Teachers are beginning to realise that this lack of alteration is not due to its former or present perfection, but rather to the fact that, short of a complete revolution, little can be done to improve the arithmetic as taught in the schools. The limits of this article prevent criticism of the defects of the arithmetic of to-day, and the writer would rather employ the space in a brief sketch of the method which is suggested as an alternative.

In the first place, it must be made impossible for a child to think in units. Calculation must be based upon conceptions of groups. In previous attempts to supersede unit calculation by group calculation, the whole of the digits up to ten have formed separate groups. The remedy has proved as disastrous as the disease, and the present method reduces the groups to three, viz., 2, 3, 5. From these three groups the whole of the notation can be built as follows:—

|     |     |     |     |     |     |     |     |      |  |
|-----|-----|-----|-----|-----|-----|-----|-----|------|--|
|     |     |     |     |     | 2   |     |     |      |  |
|     |     | 2   |     | 3   | 2   | 3   | 2   | 5    |  |
| 2   | 3   | 2   | 5   | 3   | 5   | 5   | 5   | 5    |  |
| (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |  |

This in effect breaks up the notation of ten digits into one of five digits, which can be repeated with similar additions of five to give the resultant notation of ten. The extension of the notation to one hundred, offers similar possibilities, as the letter *t* can stand for ten, and the same series of groups be utilised:—

|    |    |    |    |    |    |    |    |    |  |
|----|----|----|----|----|----|----|----|----|--|
|    |    |    |    |    |    |    | 2t |    |  |
|    |    | 2t |    | 3t | 2t | 3t | 2t | 5t |  |
| 2t | 3t | 2t | 5t | 3t | 5t | 5t | 5t | 5t |  |

All that remains is for us to introduce the system into the school as a toy, and for this purpose colour is brought into use.

In the early days of a child's school life, toys of a red colour and of oblong shape are introduced. They may be boats, houses, stables, garages, cupboards, boxes, or any receptacle, so long as they are made to hold two, and are incomplete until the child has placed the two separate units in position. Thus the red boat holds two men, one of whom rows, while the other steers. The red house has two rooms, one of which is for dining and contains a table, the other of which is for sleeping, and contains a bed. The red stable holds two horses, the red motor holds two people, and the whole series, having been played with and drawn, associates the use of the red oblong with a picture of something which envelopes two.

In similar fashion, white toys of boats and houses, etc., are capable of holding three units: in the case of the boat, a mast and sail providing occupation for the extra hand. A final series of blue toys embraces the same objects, but in this case they are as long as the red and white together when placed end to end, and the colour blue becomes associated with the group of five.

The complete notation can now be drawn in colour as follows:—

|     |       |       |      |       |      |      |      |      |  |
|-----|-------|-------|------|-------|------|------|------|------|--|
|     |       |       |      |       |      |      |      | red  |  |
|     | red   | white | red  | white | red  | blue |      |      |  |
| red | white | red   | blue | white | blue | blue | blue | blue |  |
| 2   | 3     | 4     | 5    | 6     | 7    | 8    | 9    | t    |  |

Operations involving addition and subtraction are reduced to collection of group colours to make ten strips, i.e.:

|       |   |       |   |      |   |       |
|-------|---|-------|---|------|---|-------|
| red   | + | white | = | blue | + | red   |
| blue  | + | blue  | = | blue | + | white |
| 7     | + | 8     | = | t    | + | 5     |
| white | + | red   | = | blue |   |       |
| white | + | blue  | = | blue | + | white |
| 6     | + | 7     | = | t    | + | 3     |

**LITERATURE AS A BASIS OF EDUCATION.**

Miss Charlotte Mason, the founder of the Parents' National Education Union, and its Parents' Union School, who has recently died at a good old age, has left in her philosophy, as expressed in her work and her books, the physiological and psychological bases on which "good literature" may be regarded as the foundation of "good life."

Having first appealed to thoughtful parents to consider Education seriously, she and the Union put her ideas into practice, and evolved an education which should bring the best sources of great ideas within the reach of all human beings, through the medium of books. Our English education has generally been based on the personality of teachers; the rich could, and did, send their children wherever the greatest influence or the most expert teaching and knowledge could be obtained at first hand; the poor must attend the local elementary school, however it might be staffed or equipped, or the attendance officer must know the reason why. The more fortunate could read whole books, the less fortunate read "readers," and so the war revealed the uncomfortable fact that a great many of our young soldiers had, in consequence, through want of practice, almost forgotten how to read!

To bring every mind into contact with the greatest and most inspiring ideas and personalities, whether in relation to history, or world travel or exploration, or the achievements of science, or the comprehension of nature, or the foundations of art, or that great domain of poesy which includes all that is generally called "literature," we must have access to books, which enshrine the ideas of the world's greatest exponents left in permanent form for our ensample and learning. To know the best book on a subject, to have the mental power to grasp its meaning and enter into the author's mind, and so to form opinions and principles from many sources, and without undue "personal" influence—this is to be free in soul and educated in mind.

Therefore this great educationalist advised her world in the choice of books, grading them according to the ages of children, it is true, but never accepting the rewritten, simplified, inferior extracts, abridgements, and re-hashes which the modern world too often calls "children's books."

We learn any language by using it, and children trained on a basis of good literature narrate back again what they have heard read, or read for themselves, thereby gaining extraordinary mental powers of discrimination, concentration, and personal thought and assimilation of any matter presented to their attention. Children so taught, learn "literary" English from the first by hearing and using it, and are able to use correctly words which would not otherwise reach their vocabulary. The habit of reading good books, once formed, children turn naturally from rubbish, and develop good taste, choosing to live among noble ideas and worthy speech.

Looking over the work of a girl of fifteen, in one of those schoolrooms so privileged, it was discovered that she had read and digested 35 worthy books in one term. Quite little children begin with the actual text of the Bible, one of our greatest storehouses of literature, and Æsop's Fables, and Andrew Lang's Tales of Troy or Greece, and real books, not text books, for history and geography and nature—books that in the youth of those now middle-aged might have been "Christmas presents," but which would never have brightened the schoolroom. From about ten years old, upwards, all the children read a Shakespeare play every term, and read the literature contemporary with the history they are studying. Scott, too often neglected nowadays, and many other books suggested for leisure hour reading, take the place of the old heavy burden of "home-work," which is unnecessary when the pupils narrate by speech or writing in class, and so that delightful habit of reading aloud, or silently at home, comes into its own again.

**THE WOMEN'S FREEDOM LEAGUE.**

The Women's Freedom League is a non-party organisation working definitely and unceasingly for the equal political, economic, and social rights and responsibilities of women with men and an equal moral standard for both sexes. Our first and foremost object is to secure the Parliamentary vote for women at the same age and on the same terms as men, because it is our firm conviction that the present political inferiority of women is at the root of their inferior economic position, with their unequal opportunities and remuneration with men in the professions and in industry, and of the existing inequalities of the law as between the sexes, especially with reference to the guardianship of children, the nationality of married women, and the employment of married women, and to marriage and divorce. Since the majority of women over thirty years of age secured the Parliamentary vote, there has been a decided improvement in the position of women in many respects in this country; but that improvement is as nothing compared to what it would be if every woman in the land over 21 years of age could claim the Parliamentary vote on a short residential qualification. That is the reason why we are so insistent that this reform is of the greatest importance to women.

We firmly believe, too, that if we could get many more women into Parliament, we should much more quickly and far more easily remove all the inequalities of the law under which women now suffer, and win general recognition, in Parliament and outside, for the equal status, equal opportunities, and equal remuneration for all women workers in the professions and in industry. That is why at the last two General Elections, and at every By-Election, we gave, wherever possible, every kind of support to women candidates, quite irrespective of the political parties to which they belonged, who were prepared definitely to work for the equality of the sexes. By the next General Election we hope to have several of our own members standing for Parliament, but we shall also continue to give every possible support to any suitable woman who puts up in any locality where we have a branch or a group of members.

In the meantime we are urging, on every occasion that arises, that there should be an equal number of women with men on all juries, which necessitates a widening of the basis for jury service; an equal number of women with men on all magistrates' benches, women Commissioners of Prisons, women Governors and women Medical Officers of women's Prisons, and women Police. We also demand the immediate restoration to British-born women of full control of their own nationality; the immediate raising of the age of consent to 18 for girls, with a similar protection for boys; the recognition of an equal moral standard for men and women, and an even-handed justice in the law and its administration in regard to sex offences. We unhesitatingly oppose any restrictive legislation in regard to women's work in the professions and in industry which does not apply to men's work.

Our conviction is that an organisation like the Women's Freedom League, which is uncompromisingly hostile to all artificial inequalities as between men and women, is urgently needed at the present time, when so many attacks on all sides are being made upon the positions women have already won, and we make a special appeal for the support of our League, so that we can make it an irresistible fighting force, to all women who are struggling for equality with men in their professions and in industry—teachers, civil servants, nurses, women trade unionists, and women workers of every description. We all have to wage the same war against the unequal opportunities and conditions of men and women. When we have won that victory, other ideals will be so much more easily attained. We therefore cordially invite YOU, as you read these words, to fill up the membership form on the last page of this issue, and return it at once to our office.

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### EDITORIAL.

The Editor is responsible for unsigned articles only. Articles, paragraphs, or cuttings dealing with matters of interest to women generally will be welcomed. Every effort will be made to return unsuitable MSS. if a stamped addressed envelope be enclosed, but the Editor cannot be responsible in case of loss.

## WOMEN TEACHERS AND "CUTS."

By AGNES DAWSON (Hon. Treasurer of National Union of Women Teachers, London Unit).

1. *The 5 per cent. Cuts in Salaries.*—Women teachers within the National Union of Women Teachers have no especial liking for the Burnham Scales of salaries, but they have a very especial regard for the keeping of a contract. When the Burnham Committee's report was issued, both panels comprising the Committee agreed that there should be stability in teachers' salaries in London until April, 1923, and in the country until April, 1925. Last summer, when the N.U.T. gave away 5 per cent. of the teachers' salaries as contribution for superannuation, they made the first step for the easy breaking of pledges; ever since then we have heard of salary troubles up and down the country. There are, in fact, several areas where salaries were scandalously low before 1920, and where the teachers will not reach their correct position on the Burnham Scale until April 1st of this year, from which day the 5 per cent. so-called "voluntary cut" will be deducted.

In their objections to the 5 per cent. cut, the N.U.W.T. claims to be more far-seeing and more patriotic than the N.U.T., first because we would have a contract observed and kept; secondly, because experience teaches us that our work is assessed at the value we place on it ourselves; and, thirdly, though agreeing that in times of stress and financial strain all classes of society should take a share of the country's burden, we object that teachers should be singled out for the payment of a special tax. Teachers' salaries are well known, and are apparently easily accessible to special raids. The N.U.W.T. have further objections. When the N.U.T. accepted the "voluntary cut" of 5 per cent. on salaries, it was not made clear to individual members that other cuts in salaries would take place simultaneously. For instance, in London alone, a wholesale lopping off of what are called "fringes" is to take place also on April 1st of this year, viz., the extra increment granted to teachers in Demonstration schools is to go, in spite of the fact that those teachers are of necessity subjected to much more nervous strain, and are given more responsibility. Many teachers of Domestic Economy, and some Manual Training teachers also will have their salaries reduced; some are to suffer as much as £140 reduction, besides the 5 per cent. Further, many schools are being suddenly reduced in grade by the stroke of the pen, which means a consequent drop of £50 a year in the head teachers' salaries. It is true, most of them are told they may apply for vacancies that may occur in schools of similar grade to their present ones, but there is no guarantee that they will be successful in their application, and most of them will certainly not be successful before April 1st. To those who are within five years

of the retiring age, this de-grading of their schools will mean a corresponding drop in their pensions, since pensions are calculated upon the average salary for the last five years of service.

2. *Other Cuts.*—But, though the question of salaries looms large in a teacher's life, as the question of all wages must loom large in the lives of all workers, the cuts in Education which mean other hardships inside the schools are equally hard to bear. In fact, so many attacks have been made, or are being threatened, upon the education of the children, that teachers are losing heart; the spirit that kept them going, seeking new methods, searching for more guidance for the understanding of the growth of a child's mind, giving up leisure and personal pleasure for the sake of the children whose lot in life is drab and poor—that spirit is in danger of being broken. Many teachers are saying, "What's the good?" Others are enduring an abnormal physical tiredness, and the sum total of the effect of the cuts in schools upon the teachers must and will react upon the children.

The *Unqualified Person* in London was re-introduced last term. Eighty of these *dilutées* are now in the schools; two hundred more are threatened immediately; and then more, until there are six hundred. What more after that remains to be seen; and all this at a time when hundreds of young teachers, who left the training colleges last July, are without posts, and the great majority of the students due to leave College next July will also have to join the ranks of the unemployed. All this is being done in the name of Economy, and the uninformed believe in and applaud such economy, while those who know can point plainly to the fact that the cost of the training of the girls in the training college is State-aided, and most of the three months' so-called training for the new type of unqualified person in London has to be met by money from the public purse.

3. *The Married Woman Teacher.* On March 6th, 1923, the L.C.C. amended its standing order with regard to the future employment of teachers on marriage. It is true that the married woman teacher, now employed by the L.C.C., so long as her employment is continuous, is herself unaffected by the amendment, but to all women teachers who care for the true emancipation of women, and more especially to those who care for the good of education, this is an added annoyance. The practice of dismissing women teachers on marriage is common to many Local Education Authorities, in spite of the existence of the Sex Disqualification (Removal) Act; in spite, too, of the fact that such dismissal renders it impossible for most of the teachers so dismissed to qualify for pensions. We of the N.U.W.T. regard this recent action of the L.C.C. as a direct incentive not to train. Most women marry between the ages of 25 and 30, and it is just at such a time that teachers have become confident and most successful at their work. The loss to the schools and to education will be immeasurable; moreover, the young girl about to become a teacher, and the young girl's parents, will, in a large number of cases, hesitate to make the necessary sacrifice of time and money for full training, with the prospect of compulsory retirement from their work on marriage, especially when they can see an easier way of entry to the profession through the door of the three months' intensive course. One is forced to believe that a reduction of qualified teachers is intended; one is even forced to believe that a reduction in the efficiency of the teaching in the people's schools is also intended.

Happily, the lives of a Local Education Authority, and of a cheeseparing Government, are limited. Women have the power to help to shorten the life of a Government, and to put new people in power. If women will only acquire the knowledge of what is being done in their name, and of what is needed in schools and elsewhere, and organise for the necessary reforms, then, though the clouds be very low and very dark, we may look forward to a better and a brighter day, even for the present generation of children in our schools.

## NEW IDEALS IN EDUCATION.

New Ideals in Education—a movement rather than a society—began as an informal association of friends of education sharing the same views and sympathies, which were mainly the views of Madame Montessori. Indeed, the first Conference, held in July, 1914, was purely a Montessori Conference. It was held at Runtun, where the first Montessori class in England was opened for young children, by Mr. Bertram Hawker.

The object of the Conference was "to draw together in a spirit of fellowship, and under pleasant holiday conditions, those interested in the education of the child from the Montessori standpoint of self-development under sympathetic guidance in an atmosphere of freedom; to link up the isolated experiments which are being made on these lines in various parts of the country; to compare the results obtained, and discuss the problems which have arisen in the attempt to apply the Montessori principles; to encourage pioneering work, especially in the direction of child-emancipation, and the keeping of careful records; to unite educationists in a movement for freeing the children of the country from useless and cramping restriction and devitalising pressure, by guiding their spontaneous activities into the channels of mental, moral, and spiritual growth; and in general to consider how best to unfold the latent energy and capacity for good in every child." The Earl of Lytton took a leading part in the Conference, reading a paper on "The Social Aspect of the Montessori Movement." Mr. Norman Macmunn discussed "Montessorianism in Secondary Schools," Professor Culverwell read a paper on "The Biological Aspect of the Montessori Movement," Miss L. de Lissa compared Froebel and Montessori, while practical teachers described the Montessorian apparatus. A resolution was taken at the end of this successful week-end: "That the Earl of Lytton and Mr. Hawker should be asked to form a Committee, with power to add, with the object of repeating the Conference another year, and that to it should come not only representatives of the Montessori movement, but members of kindred movements, and that the Conference should be in such a form as would lead to its being a permanent means of uniting advanced educational thought in this country."

In spite of the outbreak of war, the Committee arranged a second Conference the following year, in accordance with their resolution. Stratford-on-Avon and August were chosen as the place and date. The opening words by the Earl of Lytton describe the growth already begun. "Last year," he said, "we met as a Conference on Montessori principles in education. But even last year it was found that there were included in the programme a number of items which, although prompted by the principles of Madame Montessori, could not strictly be included in her methods. It was felt, therefore, that it would not be fair to confine the Conference to Montessori work alone, and this year our subjects cover an even wider field. We welcome all ideas that represent the substitution of the freedom and self-expression of the pupil for the imposed authority of the teacher. That is the principle underlying the Conference." To this end, papers were read by Mr. Edmond Holmes, Mr. Homer Lane (with Dr. Page, the American Ambassador, in the Chair), Dr. Kimmins, Dr. Yorke Trotter, Prof. T. P. Nunn, Prof. Bompas Smith, and others.

In spite of changed conditions, the Committee of the New Ideals in Education decided to continue their work. "I offer no apology," said the Earl of Lytton at the opening of the third Conference at Oxford, in the summer of 1916, "for the meeting of this Conference in war-time, because, when all the best thought of the country, all the energy, all the brains, all the time, all the money of the nation are being devoted to providing and preparing men to kill and be killed, a few thoughtful people meet together for one week in the year to discuss with each other how new men and women may be made worthy of the heritage of national freedom, which at such colossal sacrifice we are winning for them to-day." It was again explained to the

audience that the promoters of the Conference had no definite educational philosophy to propound from their platform. They did not advocate any particular educational curriculum, but rather a method or point of view, an attitude toward education—the establishment of an environment of freedom in the process of education. It did not exist to voice the opinions of any particular pedagogical school, or to give exclusive assistance to any sectional propagandum. A special feature of this Conference was the inauguration of an Experiments day, the Committee having realised the value of giving a platform to practical teachers who were working for reform. Five papers on educational experiments were read, exciting widespread interest. Owing to the generosity of Sir William Mather, an active member of the Committee, these and other experiments were printed in pamphlet form, and sent free to any teachers in elementary schools who liked to apply to the Secretary. So great was the demand, that 6,000 pamphlets soon disappeared, and, owing to other expenses, a reprint was not possible.

In 1917, the air raids were troublesome, and there was a falling off in numbers at the Conference held that summer at Bedford College, London. The selected subject for discussion was Continuation Schools, on which subject Mr. Fisher, then President of the Board of Education, gave the inaugural address. The whole Conference, though smaller in numbers than those preceding it, was perhaps one of the most progressive and interesting of all the Conferences held by the Committee of the New Ideals in Education.

The war was not yet over when the fifth annual Conference took place, again at Oxford, in August, 1918, the subject being "The Office of the Teacher." The subject was popular, and the audience was a very large one. The Earl of Lytton gave the inaugural address, which was made the more interesting and instructive by the fact that he had recently carried the Fisher Education Bill through the House of Lords. No less than eight new experiments were described, for the most part by elementary teachers. Among the most arresting of these experiments was, perhaps, an address by Mr. O'Neill, of Blackburn, whose vivid picture of the evils of repression made a lasting impression on the audience.

The subject of the sixth Conference, which was held at Cambridge, in 1919, attracted a large audience—"The Creative Impulse and its place in Education." The scheme was drawn up by Mr. Henry Wilson, President of the Arts and Crafts, who also gave the inaugural address. This address struck the keynote of the Conference, and the papers that followed fully maintained its high level. This was perhaps partly due to the fact that each of the speakers was a practical exponent of the art or craft on which he spoke.

It was found impossible to hold a Conference in 1920, but the following year the Committee held their seventh Conference at Stratford-on-Avon, to be followed the following Easter, 1922, by another in the same place. The choice of the spring was entirely experimental. The Committee felt that the large increase in Summer Schools, and the increased facilities for foreign travel, demanded some change, and the change in 1922 certainly justified their decision, if judged by numbers. The subject was "Drama and Education." Although less strictly educational than its predecessors, the Conference was memorable for its long list of distinguished speakers, and its co-operation with the Shakespeare Memorial Theatre.

The ninth Conference is to be held at Oxford from March 31st to April 7th, on "The Discipline of Freedom." The subject is many-sided, but the time seems ripe for those who have thought and written about freedom, and for those teachers who believe in freedom, and have made the experiment of giving freedom to their pupils, to come together and exchange their experiences and their views. All details of this Conference, and all Reports of former Conferences, can be obtained from the Conference Secretary, 24, Royal Avenue, Chelsea, S.W.3.

## NASAL HYGIENE.

By OCTAVIA LEWIN, M.B.

The nose plays a great part in our lives. It has an influence of some sort over every part of our being, the mind as well as the body. It is almost impossible to realise how immensely important it is, if it never gives any trouble; but to let it get out of order is to run grave risks.

In structure, the nose is very complicated; the little bit that projects from the face, forming one of its chief characteristic features, has but little real work to do; it is but a small, simple porch, as it were, leading into a large rambling factory or fortress. The vast bulk lies buried deeply in the head, between the eyes, the ears, and the brain, extending backwards nearly two-thirds of the way from the nostrils to the nape of the neck. This is surely a very significant position.

The roof shuts off the brain, and the floor covers in the mouth. A vertical partition, the septum, divides it into two halves. The outer walls are very irregular, and in many places double, enclosing between their layers various air spaces or sinuses, all of which communicate with the outside air through tiny holes. The largest of these lie above the big back teeth, and are sometimes infected by abscesses at the root of these teeth; other large ones are in the forehead, just over the eyebrows, and there are a great many small ones between the eyes, right up against the brain.

The eye and the ear are both intimately related to the interior of the nose. The tear ducts, which carry away the washings of the eyeballs, drain into it. The ear tubes, which tunnel their tortuous ways right through the base of the skull, to carry air into the interior of the ears, open into it also.

Beyond the ear there is yet another tiny air space. This is deep down in the mastoid process, the hard bony boss which can be felt a little way behind the angle of the lower jaw. Should this cell become infected as the result of neglect of the nose, the condition is very serious.

The lining of the nose is kept moist, like the other organs of the body, by the secretion of tiny glands scattered over its surface. This is as clear as water, when first made. Its slight stickiness is to enable it to entangle the dust and germs that are drawn in from the atmosphere, and hold them till they can receive attention. If the passages are not frequently cleared, then the discharges become excessive, discoloured, and offensive, for the incubating powers of the warm, moist, secluded chambers cause any stored-up germs to multiply with alarming rapidity.

The waste in any factory affords a real problem, and that of the breathing organ is no exception. The waste will accumulate and clog the machinery, unless it is cleared away frequently. It cannot safely be allowed to slip into the

stomach or lungs, and can still less safely be jerked up into the upper regions of the nasal chambers to bombard the floor of the brain. The loose material is blown out by using the lungs as if they were bellows, the inhaled air being rushed through from behind. Sneezing is more sudden and forceful, it clears the remote blind corners with a sucking action, like that of a vacuum cleaner.

A certain amount of adenoids are normally present in early life. They are situated in the throat, above the level of the palate, opposite the back entrances to the nose. When air is continually passing over this area, as in normal nasal breathing, then the adenoids tend to absorb gradually till they finally disappear. In mouth breathing, no air strikes any of the tissues in that region, and it becomes derelict and unhealthy. The waste piles up, and the adenoids swell beneath it, and encroach upon the airways till their removal becomes a necessity. Unless, however, the nasal passages are cleared at the same time as the back yard, the symptoms remain unchanged. No benefit has been

gained. The extra space gained by the operation is a receptacle for more waste.

Nasal Hygiene is a branch of Personal Hygiene which includes all those matters relating to health which depend upon our own personal efforts. It is a science with definite laws. It should have a place on every time table. Early training is essential. The syllabus of the training colleges is incomplete without it.

Every farmer and every gardener knows that the first thing to do to land is to drain it. A teacher cannot develop intelligence in a child with a clogged nose, because its brain is undrained.

Children from birth onwards

should have "hankies" buttoned into the left-hand breast pocket in such a way that they cannot be detached when used. This practice should be kept up till the constitution is stabilised. A lost "hanky" means lost time. The nose brooks no delay. It also involves risks with infectious diseases. A sneeze will broadcast germs very many feet. The "hanky" must be handy to catch it.

No child should be allowed in a crowded school unless it is equipped in the way suggested. A mouth-breathing child is a source of danger and loss to itself and to the community. Each mouth-breather should have special attention till its defect is remedied. Clothing must not be allowed to constrict any part. Some hard food at every meal, establishing the habit of chewing, should be encouraged. This flattens the roof of the mouth, and prevents it from buckling upwards and encroaching on the nasal cavities.

Nasal Hygiene benefits everyone physically and mentally; no school can afford to neglect it.

### THE BREATHING ALPHABET.

Always when you rise from bed, blow your nose and clear your head.  
Blow with nostrils open wide; let out all that lurks inside.  
Calmly hold between the eyes, where the bony portions lies.  
Downwards look unto the toes, when you sneeze or blow your nose.  
Eyes and ears are apt to run, if the blowing's badly done.  
Filters must be sweet and clean; the breathing organs too, I ween.  
Germs of fevers and of flu; think what havoc they can do!  
Hat elastics, collars, strings, all are very dangerous things.  
Infants always must start right; clothing never must be tight.  
Just enough of clothing wear, not too much and not too spare.  
Knowing how the lungs expand, never have tight belt or band.  
Lungs when fed with air that's pure, don't have many ills to cure.  
Mouths are not for breathing air; breathing that way must be rare.  
Nostrils you must never squeeze; never check a healthy sneeze.  
Open mouths let in the dust; keep them shut—you really must.  
Pockets must be reached with ease, "hanky" handy when you sneeze.  
Quickly act lest germs should spread to other structures in the head.  
Rest not till you feel "All's Clear"; away from paths of danger steer.  
Sniffing's bad for brains and head. Sniff not! Blow the nose instead.  
Teeth are only made to bite; be sure to keep them out of sight.  
Understand, then, Nature's laws; mind and body brook no flaws.  
Voices much more pleasing are. With stuffy noses—how they jar.  
Windows open everywhere; everybody needs fresh air.  
X-cellent results you'll find, if you bear these hints in mind.  
Youth and health and strength will last, or they may be quickly passed.  
Z's for Zoo, where all breathe rightly; gaping mouths are so unsightly.

## Women's Freedom League.

Offices: 144, HIGH HOLBORN, W.C.1.

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### FORTHCOMING EVENTS W.F.L.

#### LONDON AND SUBURBS.

Monday, April 9th, at 3 p.m. "Fair" Sub Committee Meeting, at 144 High Holborn, W.C.1.

Monday, April 16th, at 6.30 p.m. Mid-London Branch Meeting at 144, High Holborn, W.C.1. To Discuss Conference Agenda and instruct Delegate.

Friday, April 27th, at 2.30 p.m. National Executive Committee Meeting, 144, High Holborn, W.C.1.

Saturday, April 28th. Women's Freedom League Annual Conference, Caxton Hall.

Thursday, June 7th, 2 p.m. to 9.30 p.m. Garden Fête at "The Hill," Hampstead (kindly lent by Viscount Leverhulme), Women's Freedom League, Green, White and Gold Stall.

Friday, July 6th, Mrs. Despard's Birthday Party, Caxton Hall, Westminster. Further particulars later.

#### PROVINCES.

Wednesday, April 4th, at 8 p.m. Brighton. Public Meeting, Athenæum Hall, 148, North Street. Speakers: Mrs. Leah Manning, J.P., Commandant Allen, O.B.E., Miss Alix Clark, Chair: Miss Hare.

Monday, April 9th. Middlesbrough. Annual Meeting at 231A, The Arcade, Linthorpe Road.

Tuesday, April 24th, at 8 p.m. Southend-on-Sea and District. Public Meeting at St. John's Ambulance Hall, 76, Queen's Road, Speaker: John W. Burrows, Esq. Subject: "Education."

#### OTHER SOCIETIES.

Wednesday, April 4th, at 8 p.m. Women's League of Union Oak Room, Kingsway Hall. Speaker: G. S. Francis, Esq. Subject: "The Human Aspect of Unemployment."

Tuesday, April 10th, 8 p.m. to 12.30 a.m. Dance and Reception at Bedford College, arranged by the British Rome Congress Committee. Tickets 5/- on sale at this office.

### BRANCH NOTES.

#### PORTSMOUTH.

The Portsmouth Branch has had quite a busy week. Two public meetings have been held. On Wednesday afternoon, March 21st, the usual monthly meeting was held, at which the Rev. F. W. Rumsby, minister of Kent Street Baptist Church, spoke on "Portsmouth Slums." Mr. Rumsby's church is in the slum area, so he spoke with authority. As the result of his address, the following resolution was passed unanimously:—"This meeting calls upon the Health and Housing Committee of the Town Council to build further houses for the working classes, so that the slums may be cleared, and meanwhile to see that necessary repairs are effected, so that the houses in the slum areas shall be made habitable." It was also agreed to ask the Health and Housing Committee to receive a deputation on the subject, and to invite other women's organisations to send representatives on this deputation. The meeting, the resolution, and the proposed deputation have aroused great interest locally, and are having the desired result of focussing public attention on the appalling state that exists in the slum areas.

On Thursday afternoon, March 22nd, a public meeting, under the auspices of the Women's Freedom League and the Portsmouth Women Citizens' Association, was held in support of the candidature of the four women standing for the Guardians' election in the Northern Division. The meeting was held at St. Stephen's Mission Hall, Kingston Road. The four candidates, Mrs. Masters, Mrs. Toms, Mrs. Mollard, and Mrs. Cook (the last seeking re-election), addressed the meeting. After their speeches, many questions were asked, and a vote of confidence in the candidates was unanimously carried. Mrs. Whetton presided at both meetings.

(Hon. Sec.) MRS. WHETTON, 89, Festing Grove, Southsea.

#### HULL.

The Whist Drive held in St. Peter's Memorial Hut, Church Street, Dryford, on March 22nd, was a great success. There was a very good attendance, and a most pleasant evening was spent.

(Hon. Sec.) MRS. E. C. STOWMAN, 195, Hedon Road.

### VOTE CORRECTION.

Mrs. Nevinson draws our attention to an error in last week's report of her Lecture at the Isis Club. The picket of the House of Commons lasted for 16 weeks, from July 5th to October 28th, not eight months, as stated.

## NOTES AND COMMENTS.

### Committee on Domestic Service.

Replying to a question by Major Edmondson (Banbury), the Minister of Labour said he had decided to set up a Committee "to inquire into the present conditions as to the supply of female domestic servants; and in particular to inquire into the effect of the Unemployment Insurance scheme in this connection; and to make recommendations." He had invited a number of ladies to serve on the Committee. Yes, it was a woman's question, and he had already received acceptances from Mrs. Wintringham, Lady Askwith, Mrs. Harrison Bell, Mrs. Burgwin, Mrs. Cohen, Lady Procter, and Miss Julia Varley. Mrs. E. M. Wood, whose services as Secretary of the London War Pensions Committee were well known, had consented to act as Chairman of the Committee. One Member of the House of Commons wanted to know if it was not advisable that a representative of the fathers whose daughters were in domestic service should be on this Committee, and another whether it would not be well to add to the Committee an adult working woman? We ourselves are of the opinion that men too should serve on this Committee. The men in the House of Commons have done most of the grumbling about the scarcity of domestic servants. Could they not inquire into the possibilities and prospects of men taking employment in domestic service?

### Performing Animals Bill.

Brigadier-General Colvin (Epping) moved the Second Reading of this Bill last Friday, and it was passed by a majority of 169 votes to 35. The Bill is the outcome of the Report of the Select Committee appointed to inquire into the conditions and the exhibition of performing animals. It is strictly in accordance with that Report, with the one exception that, instead of a Committee of Supervision being appointed, there is an Advisory Committee, and the powers of the Committee of Supervision are given to the Home Secretary, who will act on the advice of the Advisory Committee. Under this Bill, all persons who train animals for public exhibition or performance, and the places where they are trained, are to be registered; representatives of the Borough or County Council, the officers of the Society for Prevention of Cruelty to Animals, and the police will have access at all times, without previous notice given, to the places where animals are trained, and to any exhibition where performing animals are engaged; the training and performances of all chimpanzees and anthropoid apes will be forbidden; the training of lions, tigers, leopards, and hyenas will have the special attention of the Committee of Supervision; the use of mechanical and other appliances for conjuring tricks which involve cruelty will be prohibited; and the penalties for cruelties to animals will be revised and increased. The Government Whips were not put on for or against the Bill, and Mr. Bridgeman said that, as far as the Home Office went, they had no objection to the measure.

### Parliamentary Vote (Fee).

Mr. Lorimer (S. Derbyshire) asked the Chancellor of the Exchequer if he would consider making a charge of 1s. per head on each person who exercised the Parliamentary vote, the said fee to be paid when the vote was recorded? Mr. Baldwin thought it would be quite impossible to adopt that suggestion. We wonder what Mr. Lorimer's constituents think of this bright idea?

### House of Commons Shilling Dinners.

Mr. Ponsoby (Brightside) wanted to know when Members could again have 1s. dinners in the House? Sir James Agg-Gardner thought that was a difficult matter. There was a loss on that arrangement in pre-war days, but that was counter-balanced by a subsidy of £2,000 a year, and that subsidy had now been withdrawn. We should think so!

## EASTER CAMPAIGN—BRIGHTON.

### PLEASE HELP!

This year's campaign at the National Union of Teachers' Annual Conference at Brighton will be of special importance, in view of various Resolutions to be proposed, to "suspend" and "rescind" the Union's policy of Equal Pay for men and women, and to prevent the employment of married women teachers.

The Public Meeting has been fixed for Wednesday, April 4th, at the Athenæum Hall, 148, North Street, Brighton, when Mrs. Leah Manning, J.P., will speak on the Married Woman's Right to Work, Commandant Allen, O.B.E., on the Work of the Women Police, and Miss Alix M. Clark on the Work of the Women's Freedom League. The Chair will be taken by Miss Mary Hare. Doors open 7.30, to commence at 8 p.m.

The special Educational Number of "The Vote" issued on March 30th, price 1d., will be sold at the meeting.

Miss Alix Clark is devoting her time and energy to the Campaign, and urgently asks for the help of all our members for the heavy expenses of this invaluable work. Offers of help and donations should be addressed to Miss Clark, Forde, 25, Bloomsbury Place, Marine Parade, Brighton.

FRIDAY,  
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**F**ELLOWSHIP SERVICES.—Guild-house, Eccleston Square, S.W.1. Sunday, April 1st. 3.15. Music, Poetry, Lecture. Dr. Dearmer. 6.30. Miss Maude Royden. Music, Martin Shaw.

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