

THE VOTE,
APRIL 2, 1920.
ONE PENNY.

SPECIAL "TEACHERS' CONFERENCE" NUMBER.

THE VOTE

THE ORGAN OF THE WOMEN'S FREEDOM LEAGUE.

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FRIDAY, APRIL 2, 1920.

OBJECT: To secure for Women the Parliamentary vote as it is or may be granted to men; to use the power thus obtained to establish 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 NURSERY SCHOOL.

A SOCIAL EXPERIMENT.

By MARY CHIGNELL, Principal of Rachel McMillan Training Centre.

The need for the Nursery School has so far become part of the national consciousness, that it has found concrete expression in a Clause of the Education Act of 1918.

Very few realise, however, what the nature, the scope and the effect of the Nursery School movement will be, if organised on a widely-conceived plan. We stand on the threshold of a kingdom of wonder—

the child mind

—with its deep potentiality, and extraordinary sensitiveness to stimuli. This is surely the most thrilling and absorbing study for every thinking being. What shall we do for the child? How shall we help him to use his marvellous inheritance?

The human nervous system, the potentiality of which is Godwards, has hardly yet been explored by investigators. We stand at the portal of the citadel of the brain, not knowing half its functions. The poet knew this who said:—

"Perhaps in some sequestered spot is laid

Some heart once pregnant with celestial fire.

Hands that the rod of empire might have swayed,
Or waked to ecstasy the living lyre."

We do not know how many unknown Hampdens, or mute inglorious Miltons have been lost to the world; because this "abundant life" was never expressed, and never allowed to be articulate.

The whole

trend of modern thought

in dealing with physical and psychic phenomena is to take us back to origins. The growth of the great modern city is inimical to the basal life of a nation, the highly civilised person lacks an essential quality which the more primitive man possessed, and the debased life of towns is carrying us very far from the great simple requirements of life. Is it possible to bring into town life the great simple things again?

Above all, is it possible to give to the child his lost inheritance? We think the Nursery School will go a long way towards this ideal. That the child will receive from his environment and education, a development, a drawing out of power; which will start him on a quest for truth, beauty and wisdom, until he is satisfied.

We demand the care of the child for the

first seven years

With us are all the great educationalists who announce that here are the years of infancy; and here one method of training ends. With us, too, are the mystics who say that the spiritual content of the soul is made in the first seven years, and the child all through life reverts to the early impressions; the colour of mind, which his environment gave him in this tragically important part of his life.

The Act says the Nursery School should be preferably in the open-air. This is too timid! Pure air is the child's birthright; he cannot get it in the hovel which serves as a home (even the middle-class child often fails to get it). He certainly will not get it in the baby class of the existing infant school; but he can and does get it in the open-air Communal Nursery, where "indoors" is merely a retreat to be used in extreme weather. His proper schoolroom has the earth for floor, the great arc of the sky for roof, the flowers and trees, the winds and butterflies for teachers and companions, the mute delightful earth creatures for playthings. The garden is the central feature of the Nursery School. The child then has assured him the first great essentials,

air and space

—a world of beautiful and growing things.

The activities of the Nursery School will be beneficent anywhere, but they should first be planted in congested areas. The first step is to find a vacant piece of land; and get the local Council to acquire it for a Nursery

School. The size of the school should be settled—100 children is a good number. Sheds should be planned to accommodate this number in two or three divisions. The sheds should be made of poelite or corrugated iron on the south side of plot, and space marked off at the end of shed for bathroom and lavatories, which should be entered from the room. One side of the building should be open to the air, and sliding panels provided, which can be closed in extreme weather. Simple light furniture should be provided, which the children can carry about themselves.

The staffing of the Nursery School is of the greatest importance. The teacher at the head should have a simple medical training, in order that she may diagnose minor ailments and infectious diseases. She should have a thorough training in the

psychology of the child

from babyhood to seven years, and should be able to make records of the psychic and physical development of the children under her care, and to train her staff to do likewise.

One of the most important aspects of Nursery School work is the social side. The teacher, of necessity, will see the mothers of her charges more often than the primary teacher does, and so has immense opportunities to influence the parent through the child. The mother will be presented with a constant object lesson at the school; she will see her child bathed, happy, healthier, learning self-control by his daily activities, and will see this accomplished by gentler, finer methods than her own. She will be insensibly uplifted, and helped, and will be glad in time to co-operate with the teacher in the removal of dirt, and bad habits. She will learn to regard the authorities at the Nursery School as friends who are anxious to assist in the important work of bringing-up a young family, which, under very often tragically difficult conditions, she could not accomplish alone. In this way the Nursery School will become a means of

social regeneration,

because of the close contact of mother and teacher, which will be more helpful and effective than any organised charity, or any philanthropic scheme, because it is fostered through the mother's natural love for her child.

It is unnecessary to say that the teacher of these schools must be highly educated and developed. The work is difficult and wonderful. It is easier, of course, if the child is in the school from the toddler stage, and passes right on to the Kindergarten, but some children come in with bad habits already formed, with balky wills, and strident voices, with ugly traits, alas! for the sensitive nerves of the child which respond at once to its environment. Here is the point where the finely trained teacher applies her knowledge of psychology. After a time a miracle happens. Loud bravado gives place to gentleness, reverence displaces fear; the child does not wish to be alone when others are trying to serve, and by and bye feels the joy of sharing, where formerly he monopolised, if he happened to be stronger than his neighbour.

WOMEN IN PARLIAMENT FUND.

We must have Women in Parliament, and if we want them we must send them there. The best of Candidates cannot do everything. Election expenses have to be met and they are very heavy. Remember it takes several hundred pounds to run one election, but it has to be done. I must therefore call upon you who understand our aims and read our paper to send me your contribution (as much and as often as possible) so that our special Women in Parliament Fund will be all ready for immediate use.

E. KNIGHT,

Women's Freedom League,
144, High Holborn,
London, W.C.1.

Hon. Treasurer.

THE MONTESSORI METHOD.

HOW IT LESSENS FATIGUE.

By JESSIE WHITE, D.Sc. (London), Montessori Diploma.
(Directress of the Children's House of
St. Bartholomew.)

It is well known that of late years there has been an invasion of the schools by experimental psychologists, and many experiments have been carried on with school children, apart from the routine of their education. These would have been still more numerous had not education authorities looked askance at them, and had not Dr. Montessori pointed out a better way. The outcome of the experiments conducted by psychologists for a decade or two has been, apart from the heaping up of a number of unsolved queries, the revelation of the fatigue from which school children suffered. In England one result of these fatigue experiments was the exclusion of children under five from school in many parts of the country, an exclusion which is to be deplored since Dr. Montessori has shown how real educational influences can be brought to bear on

children under five

without occasioning them fatigue. Before Dr. Montessori's advent the school had become the field of experiment, but of experiments carried on in ways suggested by the physical sciences and unsuitable to living subjects endowed with potentialities for free development. The shortening of the lessons, owing to the fatigue shown to be caused by them, was a reduction of quantity instead of a change of quality. What Dr. Montessori introduced was a change of quality so as to make the work of learning more congenial and less fatiguing to children. Freedom of choice within limits and the accompaniment of movement to all processes of learning have been the chief factors in producing this change of quality. The cycle of interest has been allowed to work itself out to its natural conclusion, with the result that some children at times, and other children usually, concentrate their attention on the same subject for a greater length of time than would be possible under the conditions of collective teaching.

The desire to play is satisfied in Dr. Montessori's method, and in a way that is distinctly a preparation for life. The meal involving the laying of the tables, the serving and clearing away, provides scope for playing at waiters, just as the sweeping and dusting provides scope for

playing at grown-up activities

like that seen in the case of the kitten when it plays with a reel as its mother plays with a mouse. In the English work that is outlined for the older children there is provision for the play and dramatic instincts in the commands which the children themselves invent for their companions to carry out.

As a method which encourages and makes use of the spontaneity of the pupils it is applicable to, though not yet organised for, children of any age. The disciples of Dr. Montessori will do her an ill-service if they represent the method as final, and one with which seekers after new truth need not concern themselves. Rather, they should emphasise what is new in her manner of research in such a way as to commend it to those whose bent it is to win reputation in this line of investigation. Since this mode of research necessitates the existence of a school providing an environment suited to promote the highest development of the children under free conditions, the greater and more widespread the desire to adopt it, the sooner will our schools be reformed.

OUR ADVERTISERS

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CO-EDUCATION.

SOME ADVANTAGES OF MIXED SCHOOLS.

By J. H. BADLEY.
(Headmaster of Bedales Co-educational School.)

To most people it comes as a surprise to know how much co-education there already is in this country. Of just over 1,000 Secondary Schools, recognised as efficient by the Board of Education, some 220—not far short, that is, of a quarter—are mixed schools. In some of them the leaving age is probably not higher than 14; in the great majority it is 16; in a few, co-education is carried on up to the age of entering the University. It is, therefore, no longer, even with us, an untried thing, and, as many still suppose, confined to a handful of "cranks."

In a large number of mixed Council Schools in country districts, the reason, no doubt, is mainly economy; but their rapid increase in recent years in other places is due to a growing conviction of their

educational value,

This is, of course, still a subject of controversy, giving rise periodically to animated correspondence in the press, in which the antagonists are usually those who have little or no practical experience of co-education. Sometimes the objection is that the boys will suffer from constant contact with girls, in having too soft a life, or too easy a standard of work. More often, it is the girls who are assumed to suffer, not only from the coarser talk and behaviour of boys, and from the lack of understanding and rough speech of masters, but also from overpressure by competition with boys, or of neglect while the lazier boy is being whipped up to work. Sometimes the fear is expressed that under co-education the leading positions will be given to men, and women will thus labour under a serious injustice and be unable to utilise their capacities to the full.

It would be absurd to say that there is no truth in any of these objections, although those who have tested co-education practically know that most of these dangers look much greater than they really are. We who believe in it confidently appeal to the test of experience—provided, of course, that those who are engaged in it bring to their work faith in human-nature, sympathy with adolescence, and—by no means the least necessary condition—common-sense. But while we may dismiss the charge that boys brought up with girls must inevitably grow effeminate, or girls be coarsened, we need to guard against the possible overstrain, both physical and mental, of the girl, at any rate in the later years of school. It is often assumed that co-education must mean the identical treatment of the sexes in school years. That would, if true, be its own condemnation; but it is, of course, quite unnecessary. Boys can play football and specialise in engineering, while girls play other games and give more time, if that is their bent, to the arts. Even so, there is still much that they can do together; and it is in the

sharing of the school life,

rather than in following lines of training identical in all particulars, that the value of co-education ultimately rests. In the class-work there is no small gain in the stimulus of differing interests and points of view; while out of class the daily intercourse of boy and girl enlarges their range of interests and social activities, and at once promotes and steadies the emotional development which is no less important than the intellectual, and too often starved or warped. The mutual understanding and habits of co-operation in common aims which such intercourse yields is a far better and completer preparation for life than can be gained by either sex alone.

And never was such a preparation more necessary than now. The gradual emancipation of women, won by so much devoted effort in the past half-century, and their recent partial admission to citizenship—the earnest of complete equality with men in the near future—have opened up wide spheres of common effort.

In all productive work, and in all the professions, man and woman must now work in co-operation—or in rivalry. They must share in all the great and varied work of reconstruction that lies before us, the organisation and control of our common life, which is essentially woman's work no less than man's. And for all this, they require not merely similar training, but training in working and living together. Common knowledge is no longer all that is required, but common experience as well, common standards of valuation, common habits of thought and feeling and action, and mutual confidence, all of which comes only from the give and take of experience long shared. Now that men and women alike are citizens, sharing the same responsibilities and faced by the same difficulties and problems of which they have together to find the solution, what better basis for common effort can they have than experience lived through together at school and college, aims pursued in common, and problems of government and conduct faced together in the impressionable years when the habits of life and thought assume their final tendencies?

EDUCATION MEETING AT KINGSWAY.

The atmosphere of the Hall on Saturday, March 27th, seemed charged with electricity. Excitement was in the air, a very unusual experience at an educational meeting, where most frequently decorum and dullness hold undisputed sway. After a short organ recital it was quite obvious that a large portion of the audience had come with the object of expressing their bitter antagonism to Sir Cyril Cobb, Chairman of the L.C.C. Education Committee, who had been selected to preside and to introduce Mr. Fisher to the audience. The Minister of Education was announced to speak upon "Elementary Education," but neither he nor Sir Cyril Cobb got a hearing. Organised disorder entirely prevented either from speaking. A chorus of hundreds of voices, shouting, "Sit down, Cobb. Your teachers are waiting. We want Fisher," chanted in rhythmic fashion, filled the Hall, and the discomforted platform orators could only hold up their hands in futile expostulation. Three bishops—London, Willesden and Woolwich—in knee-breeches and episcopal aprons, failed to over-awe the rebellious teachers, and when the first-named rose and extended a futile arm in blessing or anathema, he was shouted down by catcalls, booing and hissing at Cobb.

The occupants of the platform departed, utterly baffled, but Sir Robert Blair, before he left, gave a final injunction to all "decent people" to leave the Hall. No one obeyed him, and the teachers, having routed officialism, proceeded to air their grievances to a sympathetic public. They expressed their contrition that the ladies and gentlemen present had not been able to hear the lecture, and explained that they had no grudge against Fisher—but were bitterly opposed to Sir Cyril Cobb upon the Salaries question. "My teachers will never strike," Sir Cyril said in his interview with the *Daily News* reporter. Perhaps Saturday's defeat may have given him a clearer insight into the real attitude of the London teachers, and it is to be hoped that he will realise that there is a limit to the patient endurance of even this long-suffering class.

MARGARET HODGE.

The Conservative Agent for the Ripon Parliamentary Division has succeeded in disfranchising a number of widows. At the Registration Court at Harrogate on March 24th, their claim was upheld by the Liberal Agent, but the Registration Officer decided that by law a married woman voter who has the misfortune to lose her husband shall also be left without the protection of the Parliamentary vote for the greater part of the ensuing year. This is quite at variance with the spirit of the Act, and we hope an appeal will be lodged.

THE VOTE.

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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.

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WOMEN TEACHERS AND EQUAL PAY.

By ETHEL E. FROUD.

(General Secretary, National Federation of Women Teachers.)

A year ago equal-payists and anti-equal-payists were anticipating with some concern the result of the Referendum which was being taken by the National Union of Teachers on the question of equal pay. When the figures were ultimately published they showed a majority of nearly two to one in favour, although the leading women advocates had already left the N.U.T. and the National Federation of Women Teachers took no official part in the plebiscite. We were convinced that, whatever the result, the N.U.T. would do nothing to make equal pay practical politics, and that, on this question, as on all others, women must work out their own salvation.

We diagnosed the case accurately. Equal pay became the paper policy of the N.U.T., nothing more. There has never been one favourable article in their official organ; no Mass Meetings in support of equal pay have been organised; no leaflets issued; no attempts have been made to educate the public or Education Authorities or the Board of Education. Worse than this negative policy, the N.U.T. recently dealt such a blow at equal pay that, were it not for the work of the Federation, no one would hear to-day that women teachers are incensed by

sex differentiation in salaries.

In July last a Standing Joint Committee to consider the general question of the salaries of teachers in primary schools was set up at the instance of the President of the Board of Education. The Committee consisted of two panels, the one representing Education Authorities and the other the N.U.T. Such a constitution violated the Second Report of the Joint Standing Industrial Councils (Whitley Councils), which distinctly states: "In the formation of the Councils regard should be paid to the various sections of industry and the various classes of labour engaged, and the representatives should include representatives of women's organisations." In spite of the foregoing, the women teachers' organisation was repeatedly refused representation on the Standing Joint Committee, and was not allowed to give evidence. The Committee of 44 persons, of whom only 5 were women, turned down equal pay, and a report reactionary beyond belief was issued. Twenty-two representatives of the N.U.T. went into the Conferences with equal pay as a part of their policy; they came out having signed a unanimous report which contained sex differentiation in salaries throughout. There was no minority report. No one stated that the differences were accepted under protest. It was an agreed scheme. Worse, guarantees were given that where scales equal to those of the report were brought into existence no pressure would be used to reopen the salary question for a given number of years.

The subtlety of it! The N.U.T. scale of salaries is still equal pay, but it is seldom, if ever, asked for.

Instead, the differentiated scale drawn up by themselves, as part of the Burnham Committee, is used as the basis of negotiations. Equal Pay is not mentioned. How then is equal pay to be obtained? Does anyone suppose that Education Authorities will offer equal pay when they receive a direct invitation to pay women teachers at a lower rate than men?

We are told that the Burnham Scale approximates to equal pay. The fact remains that to-day the difference in the salaries of men and women teachers is actually becoming greater. So long as any difference is permitted at all, men can always scheme to make the difference wider, and reactionary Authorities will seize the opportunity of procuring cheap labour. We claim that there is no justification for these differences, because: (1) The work of men and women involves equally long probation and training and equal qualifications. (2) Government grants are paid to Education Authorities irrespective of the sex of the teacher or of the child taught. (3) Both men and women are responsible for an equal number of scholars who are expected to reach the same standard of efficiency. (4) The hours of work are equally long and arduous and the difficulties and responsibilities are as great. (5) The education of girls and younger children is as important as that of boys, and of equal value to the community.

Some men urge that they should be paid at a higher rate than women because of their greater

family responsibilities.

No differentiation in payment, however, is made between one man teacher and another on account of family responsibilities. If it were (1) The bachelor would be paid less than the married man with dependent children. (2) A man with only one child would be paid less than those with two or more. (3) As children became self-supporting a reduction would necessarily take place. (4) Maximum salaries, therefore, would be paid to men with the largest dependent families, regardless of length of service or qualifications. All this proves that salary scales based on family responsibilities are an impossibility. Such a plan does not operate among men teachers, and any attempt to pay them on such a basis would lead to discontent. Many women, including widows with children, also have family responsibilities, but in spite of the "family-to-support" argument, such women are not paid at the men's rate. They receive lower salaries than their bachelor colleagues.

We are not creating a sex war as is alleged; we but reveal the war that has been waged upon us. Neither do we regard the question of equal pay as merely a professional one. Were it so, we might be more content to leave the matter on the lap of the gods. As thinking women, aware of so many of the social evils, their cause, and the effect on the children we teach, we know we dare not shirk the fight nor delay it one unnecessary moment. We are compelled to take our stand, as women teachers, by the side of other women's organisations striving to improve the status of women and for obtaining their complete economic independence. Only on a basis of equality can a right relation exist between the sexes, on which in its turn depend the happiness and welfare and progress of the whole human race.

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MENTALLY DEFECTIVE CHILDREN.

SHOULD THEY BE EDUCATED?

By MARION BRIDIE.

(Superintendent of Special Schools, Birmingham Education Committee. Author of "An Introduction to Special School Work.")

For some time past, among a certain section of the community, there has been a growing feeling that it is not worth while to train and educate mentally defective children, but that such should be either suffocated at birth or segregated for life in colonies. Persons making such assertions are really ignorant of the needs and possibilities of the many grades of defectives. Certainly there do exist low-grade idiots who can neither walk nor talk, and imbeciles who, whatever their chronological age, will never develop a mental capacity equal to a normal child of seven. But, of course, no attempt is made to educate, in the ordinary sense of the word, such as these, for it is rightly felt that the nation's money must not be wasted on them. They are the care of a Statutory Committee under the Mental Deficiency Act, and supervision may be afforded at home, or the cases may be sent to Institutions. All that can be done for these low-grade cases is to train them in elementary physical habits, cleanliness, order, and some understanding of language. They may be trainable, but they are not educable.

The educable mentally defective, however, belong to an altogether different category. As children, they can learn the elements of calculation and reading, can gain some knowledge of common things around them, and can be trained in simple manual occupations. These are the people for whom good, suitable training is absolutely essential; they can be made self-respecting, self-supporting (wholly or partially) citizens, and under competent guidance,

useful members of society.

The earlier the moment of arrest of mental progress is reached the lower the grade of the defective. A low-grade defective, for instance, may reach his limit at about 6 or 8 years of age, and by that time a prognosis of his ultimate development may be made. But in the case of a high-grade defective, development may go on until 14 or 16 years of age. These figures give a basis for the determination of the extent of education that can be given to defective children; a low-grade child will hardly develop after 7 years of age, so the utmost help must be given to train him before that age. The medium-grade child has a formative period up to 11 or 12 years, and the high-grade child up to 14 or 16 years. (These conclusions I have reached as the result of examining over 1,200 mentally defective children at intervals of six months for the last four years.) It will be seen, therefore, that all education and industrial training must be given during these productive years, beginning as soon as ever defect is noticed, and carried on beyond the time when progress appears to be arrested.

During those fruitful years the very highest possible training should be given; this is in effect the most suitable training in mental or occupational work. And there it is essential to remember that the

life-whole

of the child is involved, rather than the mere school life, for Special Schools train for life to a greater extent than any other kind of school. With a normal child it is different; the teacher who loses sight of an average child of 16 realises, on meeting him a few years later, that a great deal of development has taken place since his school days. On the other hand, the defective child released from school at 16 has generally reached the highest point that he will ever reach, and the teacher has dealt with him as he will be throughout life.

Now, the determining factor in the choice of school training must be the ultimate occupation of the child. Every mentally-defective child is able to perform certain tasks, but there is a two-fold limitation: (a) his physical

capacity; (b) his mental capacity. When grown up he can undertake work requiring normal, and even sometimes supernormal, physical strength, provided that such a task will come within the scope of his mental capacity. This fact governs, of course, all the physical training of defectives, but even more particularly his manual and occupational training. A great many simple household tasks require very little intelligence, but a fair amount of physical strength. The intelligence of a normal child of 6 is sufficient for bed-making, were the little maiden's arms long enough and strong enough; the same applies to many kinds of washing and ironing, some gardening and some factory work. Again, rough carpentry, simple cobbling, gardening, and the routine work in tailoring can be done by young normal children, if strong enough.

In taking a census (in Birmingham) of the work done by mentally defective boys and girls, it was found the

favoured occupations

for boys are:—

1. Metal trades (filing, rolling, dogging up).
2. Press work of all kinds, and
3. Cobbling.

And for girls:—

1. Pinafore making.
2. Cardboard box making.
3. Press work.

The average mentally defective boy and girl can do these things quite satisfactorily, when they have had a thorough grounding in hand-work. They are taught in Special Schools the rudiments of reading and calculations, and are trained to use and rely on their fingers, to observe and copy or construct, and for at least three years they are systematically taught a trade such as those mentioned above. They will never earn their bread by their wits, therefore, manual is the most important part of their training, and they leave a Special School with some understanding of various kinds of manual work and a thorough grounding in one.

The chief obstacle in the way of the defective finding and keeping work is his inability to adjust himself to circumstances and to varying conditions. Every effort is made in school to teach the child the kind of self-discipline and self-control so much needed in such an adjustment, but this is most frequently the cause of failure. If the child is well trained and well looked after, he will fit into his groove, and, realising that he knows his work, he will, under any sensible master, become of distinct value in the social structure, releasing better folks to do work requiring higher intelligence. It may be interesting in passing to note that in Birmingham in the year 1913-14 (the last normal year) the average wage earned by 277 boys was 10s. 3d., and by 120 girls was 6s. 8d., and in 1918-19 for 354 boys was 27s. 4d., and for 267 girls was 17s. 11d.

Even if the child does fail to keep his situations, and for other reasons has to be sent to an Institution, the work done in a Special School will always stand him in good stead, enabling him to be a

useful colonist.

Without special training, it has been seen over and over again, that the mentally defective child is despised, neglected, discouraged; knowing not what he can do well, he does ill; hanging about street corners, getting into trouble, easily led, the catspaw of unscrupulous men and women, doing untold harm to himself and to the future generation; in and out of prison or work-house, he is a danger to the community and a drag on the wheels of progress.

This, then, is the reason why we educate such as these, training them during their most formative years, in the manner best suited to their capacity, mental and physical, and eventually giving them a trade such as will fit them to earn their own bread.

When trained, the defective has the knowledge of power, the satisfaction of being able to earn his own living, and being busy and out of mischief he can fulfil his purpose in the world, even as the lowliest blade of grass has its place in the scheme of things.

FRIDAY,
APRIL 2,
1920.

THE VOTE

ONE
PENNY
WEEKLY.

IN PARLIAMENT.

VISCOUNTESS ASTOR asked the Home Secretary whether he is aware of the urgent need of an alteration in the marriage laws, to make it legal for a woman to marry her deceased husband's brother; and whether, in view of the great number of cases at the present time in which a man is anxious to marry the widow of a brother killed in the war and to care for her children, the Government will introduce the necessary legislation to equalise the treatment of the sexes by removing the barrier to these marriages, as has already been done in the parallel case of marriage with a deceased wife's sister?

MAJOR BAIRD replied that he did not think this question specially urgent, or that he could undertake to introduce legislation on the subject; but promised to consider any information on this suggested reform which Lady Astor could send him.

DR. M'DONALD asked the Chancellor of the

Exchequer if, in view of the fact that a married man is entitled to abatement of income-tax on behalf of his wife, a similar abatement may be extended to his widow when she is compelled to carry on the business and, at the same time, has to employ a housekeeper to take charge of her domestic duties?

MR. CHAMBERLAIN replied that he could not make any statement with regard to possible changes of taxation until the Budget was opened.

MR. WATERSON asked the President of the Board of Education whether female teachers doing the same work as male teachers are receiving the salary fixed for the male teachers; and whether, in the event of such not being done, he is prepared to grant the same?

MR. FISHER: Men and women teachers employed by local education authorities in public elementary schools are almost invariably paid according to scales which are different for the two sexes. I do not propose to override the discretion of local education authorities and other school authorities in this matter.

The Poetic Players Company.

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The Directors have pleasure in announcing that a Special Series of Three Performances have been arranged as follows:—

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