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Country Life in Advance of
Civilisation.

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CH. I.

The influence of natural phenomena and active contact with nature upon the advance of civilisation.

Individual progress, too depends on this.

A most important factor in all educational processes.

CH. II.

A general survey of the present situation, social, economic, and educational, in rural areas, especially regarding the wealthier and more successful farming class into whose hands rural leadership is passing.

The need for this class of many of the well-recognised traits which secondary education in the 19th century has fostered. Desirable and undesirable features in village life and effects on country people. Urgency of the present time.

CH. III.

An attempt to outline the ideal type of educated rural leader whom it is desired to produce; a leader of men, a scientific worker, a conscious member of society; broadly humane yet business-like person.

CH. IV.

A consideration of the material now available for education on above lines, results of psychol. research. General characteristics and environment of pupils now at the smaller secondary schools in rural and small-market-town areas.

CH. V.

A survey of present educational institutions available for the work desired; the point that the small market town Grammar or County School can serve the purpose adequately if home, staff, curriculum, and post-~~school~~ activities work together for a common ideal as outlined in CH. III.

The part to be played by primary, post-primary, Tech. Instit; and Agric. Colleges.

CH. VI.

The Curriculum of the ideal Rur. Sec. School. Comparisons with Sec. School curricula at home and abroad, leading up to suggestion of an ideal curriculum, in which Science on a Biology foundation, English literature, local History and Geography, and Manual Work receive full share of attention; Mathematics and foreign or ancient languages to be included, but not allowed to dominate.

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CH.VII.

Consideration of the staffing of the ideal Rur. Sec. School as above outlined, previous life experience and training, the folly of employing teachers with purely urban experience and outlook, also of over-ripe scholarship, or too zealous, or ultra narrow specialists. The son of the country home as a possible solution.

CH.VIII.

An attempt to show how the more desirable traits of the splendid product of the great English Secondary Schools can be developed in the smaller school here considered; interaction of home, local conditions, and school life to this end.

CH.IX.

The ideal conditions of post-school life and technical training of the young men who have passed through the secondary school as above outlined. Rural Social activities, official and voluntary services, science and economic study and practice, library and other cultural work.

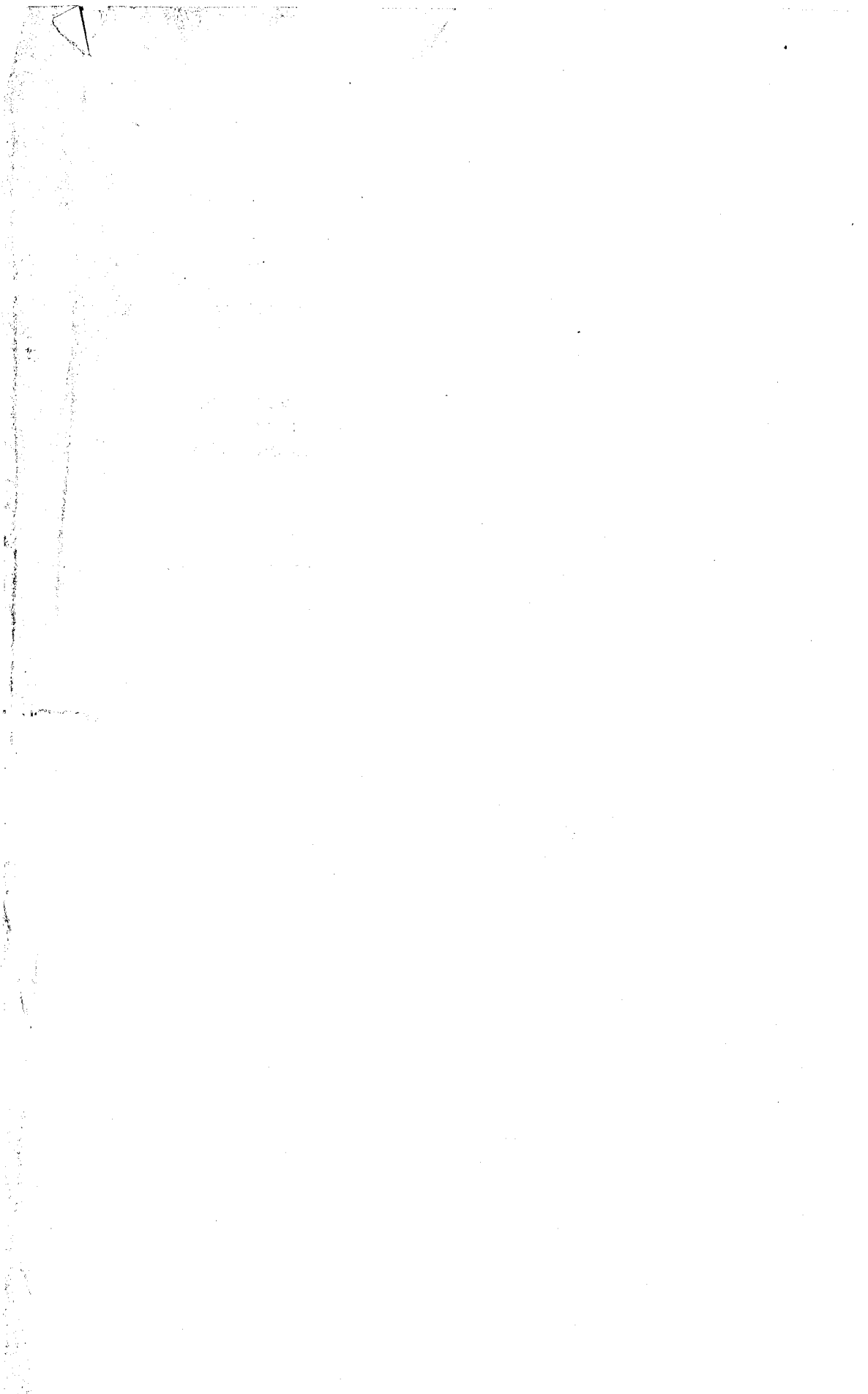
CH.X.

General summary.

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The Place of Country Life in the Advance
of Civilisation.

A Natural Philosophy of Civilisation

The beginnings of modern civilisation may be said to have been brought about by the growth of conscious interaction of the primitive instinctive tendencies of "uncivilised" man with his environment. This environment consisted of inanimate things, wild animals and vegetation, observed but uncomprehended powers of nature, other tribes, friendly or hostile, and other members of the same tribe; all of these must have played their part in aiding man to become an observer, and thence a thinker, as well as to fix and develop many of his more social customs by the force of imitation, in turn both conservative and progressive.

There were increasing action and reaction between these thought-provoking external things of Nature and the more alert-minded who became tribal and family group leaders; ability to form general principles (whether in hunting, pastoral or primitive agricultural work), and to apply them (doubtless at first without fully explicit realisation of what was being achieved in this direction) while tending to raise the individual to power, must thereby have also afforded leisure, means, and stimulus to further advance; an advance which, hindered by mystic sacerdotal and other dominating prerogative, and yet aided by imitation of superiors, gradually spread and became a tribal or even racial possession. Early cultivation of the ground played a great part in the growth of settled family and social conditions within the tribe; but this agriculture with its basis on observation and imitation of nature, its trial and error methods, its routine and succession, must have been a great factor in intellectual advance also.

The impetus given to these particular traits, and subsequent general progress in civilisation by the development

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of spoken and written language with its more definite abstract thought and expression of ideas, brought that acceleration to the process which has been vividly illustrated by the well-known cosmological perspective figure.

The removal of barriers to advancement which had been raised by such movements as the return to almost primitive conflict in the Dark Ages, and by the self-imposed restrictions of the Schoolmen, has brought later progress (rendered more explicit by the application of human thinking powers to internal "human nature" as well as to other matters) to such a stage that definite education is more than ever necessary to enable the individual and society to keep pace with its forward march, and with this increased speed, an ever-widening field of application has been opened, until we are ready to ridicule the Pansophism of Comenius, or Bacon's aim in "taking all knowledge as his province".

Plainly it is true that the higher intellectual powers of a comparatively few individuals must constitute the van-guard of progress, though as of yore, the rank and file follow in their steps. Now the key-note of all modern progress is specialisation; only by this can the whole field be covered; and it follows that society as a whole must tend to become a more or less ordered array of specialised groups, rather than a mass of individuals, though each of these individuals has his own separate personality. (It is upon a study of these groups, past, present and future, and their relations to each other and to individual life that the Science of Sociology is based.)

But these pioneers of progress, the groups which follow them, and the individuals composing these groups (which are not exclusive, but overlap considerably, both in horizontal and vertical directions) have a common heritage; they all owe

X. Referred to by Adams p. 86 Ev. of Educ. Theory.

much, if not all, of their power to the interaction of the great cosmic driving force (exhibited in human instinct) with external environment.

The proposition here suggested is that, just as life in contact with Nature (including all forms of animal and vegetative life, the elemental forces, and inner human nature itself) has played such a great part in the development of the race, and its typically human characteristics, so the influence of these phenomena are still paramount in the development both of the mighty individual intellects which lead, and of the rank and file in all social groups whatsoever.

Further, all future progress must depend on the ability of the leaders of civilisation to deal with these same phenomena in their broadest aspect; while consolidation and order in the groups which follow must be based, partly on providing opportunity for each individual to get into intelligent touch with Nature, (it may be in certain groups a restricted touch) and partly on a recognition that modern society must include (upon racial, social and economic grounds) some groups in which both active and passive contact with external natural phenomena is most intimate.

For it is clear that the commercialism which began to arise towards the end of the middle ages and the industrialism which followed in the 18th and 19th centuries, though doubtless providing scope for great opportunities of leisure and thoughtful advance for some higher intellects and for some special groups, cannot be said to have satisfactorily performed their tasks in the progress of civilisation as far as we are able to judge at present. Like other great movements in the history of man, they have their misapplication of energy, their aberrations from the paths of true progress, combined with undoubted advance in other directions, and we seem to have reached the stage when a just estimate of their value as principles in civilised society may be made. More than a century

ago, Burns sang, "It's no' in makin' muckle mair, - To make us truly blest." And Wordsworth roundly declared that in "getting and spending" we were "laying waste our powers"; and it has taken all the subsequent years for agreement with him to be acted upon by any large number, though such agreement is usually admitted in theory. We are now in the strange position of having schools, universities and other institutions supported, in part at least, by wealth which has not altogether been squandered in laying waste human powers; institutions which are, on the whole, acting as a corrective to the errors of the two movements above noted, though partly, almost entirely, supported by the wealth which they have produced. Still, the work is even now but beginning, and there is much to be done, for the movements have resulted (by their failure to pay sufficient attention to the universal factors and needs in the individuality of man,) in a grouping of society on unstable grounds; and often in a sterile prostitution of science to objects of mere material and personal gain, which have gone far to counteract the admittedly great aid which has been provided for scientific advance in new directions.

It is urged that the task of civilisation at present is a readjustment of conditions, which need not be at the cost of even a temporary halt in higher intellectual progress (for the readjustment is most needed in those of lower standing); and that in the education required for this readjustment to take place, the old influence of Nature must be allowed to exert their force, both in social groups where modern life is chiefly of an urban kind, and more particularly in rural groups which have recently been prevented from contributing their share to the social whole.

We will therefore now consider briefly the three points which emerge, viz.

(a) The part played by animal and vegetable life, by the great

cosmic forces of Nature and their phenomena, and by Society, in the mental, moral and social development of mankind as shown to us by the early civilisations which have most influenced the progress of at least Western Europe down to the present; that is, the civilisations of Judaea, Greece, Rome and Teutonic Europe.

(b) The part played by these influences in the life development of each modern individual, so that the rural dweller, if he use them aright, has special opportunities for self-development.

(c) The contributions, social and economic, which the rural groups can make to a local, national or world whole.

(a)

We suggest that the belated favour shown to Judaism by Assyrian and Persian overlords, the Hellenism of the Roman nobility, the conversion of heathen Teuton settlers by British monks in the north of our land, are but examples of a fairly general acceptance, however inexplicit, of the superiority of head and heart over hand. Yet in all these examples the thought, feeling and action resulting from an understanding of natural phenomena was a factor in the recognised mental and moral superiority. Indeed, when searching for influences of another kind, we find difficulty in isolating any; even the Hebrew appreciation of the goodness and joy of dwelling together in unity, and the powers of abstract thought which marked the Greeks in their city states, may be indirectly referred to previous development of social and mental traits which were by no means divorced from Natural influences. We may trace in Judaism, Hellenism and Christianity alike the traits resulting from hunting and pastoral, from aggressive self-risking and patient self-sacrificing forms of society. Wild and tame animals, the phenomena of vegetative growth, the earth and sky, the visible and audible forces of Nature, together

with a recognition of social responsibilities and benefits, the mystery of the spirit, are alike to be found in the hart desiring the waterbrooks, the strength of a horse, the unmuzzled ox treading out the corn, the sheep before her shearers, the lions roaring after their prey, the tree planted by rivers of water, the bruised reed, the hyssop that springeth out of the wall, the voice of the Lord dividing the flames of fire, and breaking the cedar trees, the treasures of the snow and ice, the sun from whose heat nothing is hid, swearing to one's neighbour and disappointing him not and dwelling in God's holy hill as a result, and trusting the Omnipotent though he slay; and all these are akin to the Lamb of God, Herod that fox, the good seed, the tares and the lilies of the field, the sparrows, the True Vine, our dependence on higher power for our daily bread, forgiving others mutually, and the looking forward to the harvest of the world, and a great spiritual kingdom in its mysterious Power and Glory, all of which are New Testament features. So again, (as Morris so well shows in the "Epic of Hades"), Greek deities are but developed and higher types of natural objects merging into mystic and spiritual abstractions of perfection in each sphere, while Aristotle's grounding of philosophy on a study of objects rather than isolated abstractions is a reminder that each of us in striving after the higher, must base his development on a reference to the everyday sights, sounds and other phenomena of Nature, which includes the behaviour of Man. Even in more primitive and prehistoric man, we find the same regard to natural phenomena; we see it in animal totem signs, the egg as the type of life-spirit (our Easter eggs), the Mousterian cave drawings, in forms even of phallic worship, the nymphs and dryads, "elves of brooks, standing lakes and groves", worship in high places, the decorative forms of war-canoes, the Assyrian winged bulls, the golden calf, the geometrical orientation of the pyramids, and a host of similar connections of emotion and intellect with

external nature; and we are plausibly assured by some recent students of the sub-conscious that many of these early traits associated with natural and human phenomena are not by any means obliterated from the human mind.

And just as the birth of modern civilisation may be thus traced as proceeding in great part from influences of Nature, so may the same force be noted in all important stages since; the overwhelming weight of reference to Reality gave driving power to the Renaissance, and so aided the work of Bacon, Kepler, Copernicus, and the like, and these led in turn to Newton, Darwin and the multitude of modern scientists. In most of these "natural" movements forward, we find political, social and philosophic repercussions, with leaders like Luther, Locke, Rousseau, Pestalozzi, Froebel, Cobbett, down to Herbert Spencer and the host of modern reformers of all types; and these wide sweeps of advance are extended to the fields of Literature, Music and other Arts with countless exponents and experiments. Even when these steps in advance have faltered, it has only needed a fresh reference to the springs whence they arose to supply the power for further progress; so that, in Literature, for example, if Pope and Gray follow Shakespeare and Milton, they are just as surely followed in turn by Wordsworth and Coleridge, high priests of Nature and Humanity.

These men are, of course, leaders; the vast movements begun by the "spirits of the age" with which they are concerned are only in part worked out, and doubtless one might find many instances of misapplication of the great principles involved; misapplications which may not unfairly be blamed for many of the social and other evils of our time, and which are due to the inevitable falling short of the examples set by leaders to their "practical" followers, who may lack the wider vision which comes to great individuals in the way shown in the next section.

But for our present purpose, we may reaffirm the

dependence even of vast and vague progressive movements in civilisation upon the contact of leaders with Nature in its widest sense.

Some would regard these alternations as forward and backward beats in a rhythmic process; but even in the retiring beats a connection between their "artificiality" and Nature is to be noted; even the town-bred person of privileged society strives to meet the natural longing by hanging gardens at Babylon, beautiful grounds at Versailles, wintering in the Riviera, and ordering roses and other flowers out of the natural season, to say nothing of edible luxuries all the year round; and the same is true of animal life; the breeding of race-horses, of King Charles spaniels (whose very name is ominously suggestive) big game shooting by "society" leaders, the rearing of innumerable pleasants for "sport", are all examples of a perverted hankering after natural conditions; it is significant, too, that many of these tendencies have become prominent before upheavals which have once again set civilisation by very force of contrast on its forward march; though the upheaval may sweep away what was comparatively harmless or even helpful, simply because it was connected with what was "artificial".

We can avoid both sudden shocks of advance, and the accompanying destruction of what was beneficial along with what was retrograde, by a more natural and humanistic control of advance in civilisation, which indeed seems gradually to be coming about.

But we must reiterate, that the inevitable changes in importance of the various specialised groups should not be allowed to proceed in such a way that domination of useful basic factors by exotic growths is prolonged. The shrinking of war-specialising groups in society as a whole is not to be deplored, nor the gradual change from irrational to more rational religious and social sanctions of conduct; but the pastoral

and agricultural elements in civilisation must find permanence of some sort, even though it is a changing type of permanence; and every aid should be given to groups specially remarkable for these essentially human characteristics in their attempt to escape from the yoke of other groups, of doubtful service to mankind, whose domination has too often been allowed by the misapplication of sanctions necessary for the maintenance of society; but, following a universal principle, such an escape is best achieved by aiding the progress of desirable groups from within, while attempting to remove in a similar manner the causes of undesirable traits elsewhere.

Hence it is the business of modern civilisation to allow the rural group leader full scope for advance, with inevitable raising of individuals forming the rank and file, while introducing more of the rural type of influence into the more extreme exotic urban classes of mankind.

This is a matter of individuals, and leads us to the second section of our consideration.

(b)

The influence of natural phenomena upon individual development.

If it is true that reference to Nature is at least one essential in the make-up of those who lead the sweeping movements of civilisation, it is equally true that in the development of any individual human being, the same influences must be found.

No doubt, many would hold that the majority of us calmly accept the modes suggested by great pioneers, and that civilised society can thus advance as it were by a series of nearly blind leaps after those who show the way, so that comparatively inferior individuals of to-day may, by social heritage and example, get farther ahead than the great men of

old.

But this does not necessarily imply that wider or deeper personal development is to be found in such individuals than in the great leaders of olden time. Aristotle was no less a genius for having formulated the laws of Logic without using a telephone or a typewriter; in his restricted limits he was most assuredly greater than the most efficient of modern secretaries. And for all work and thought not merely routine, the same conditions may still be said to govern personal development. It is true, also that many habits of great humanitarian value may be found in persons of restricted experience, for the influences of Nature at second or even third hand are still great, and human nature with its central life force of inherited tendencies acting in society is ever a fundamental datum; but all educational thinkers would agree that first-hand acquaintance with animal and vegetable life, and with the great daily and yearly changes of the Universe, provides the most effective means of intellectual and other development, though reinforcement by human contact and the results of human endeavour is also an essential.

There is no need to follow all the extreme statements of Wordsworth regarding natural influences, but one cannot deny the broad principles which he so earnestly advocated; the influence of Nature upon an individual of any real mental development does aid him to "see into the life of things".

We have to ask what essentials to ordinary human individual development can be supplied by rural life, suitably directed, in our own time; and to suggest that simply country life influences are still an important factor in the normal development of the adolescent, and young adult human being, as well as in earlier stages. (1).

(1) "There is a real connection between simple country life and the normal development of the young human being". Adams, Evolution of Educ. Theory, p.281. This was noted by the writer after making the suggestion in the text, which refers rather to a later stage of human development than Adams appears to indicate.

As a rough general guide to a "complete-life" type of educated person, we may say that such a person cannot be one who takes everything for granted without any personal basis of experience. Thus, if I neither know nor care anything about the origin or manufacture of the paper on which I write, the ink which I use, the timber and upholstery of the furniture of my room, the principles of ventilation, the history of the petrol which drives my car, the metallic ores from which part of that vehicle comes, the inner nature of the human beings with whom I live, our social system (or the lack of one), my own self-nature, my destiny, the principles of evolution which are exhibited in the universe, and so on - to that extent I do not live as completely as possible in my particular circumstances. For, without wholly denying that "Society has made Man, and not Man Society", (2) or that "the proper study of mankind is Man", (3) or that "The men who dwell in the city are my teachers, and not the trees or the country," (4) and without affirming in toto that "Nature never did betray the heart that loved her", (5) or that all "Works of man are mean and vulgar", (6) or that "the changeful language of the hills" always "quicken the slumbering mind and aids the thought to move with order", (7) or that a return to "natural" ways of living unaffected by other principles of established benefit to mankind is to be desired, we must still definitely assert

(2) Findlay, *Introd. to Sociology*. Ch. 1.

(3) Pope. *Essay on Man*.

(4) Socrates. Quoted by Adams, *Ev. of Educ. Theory*, p. 264.

(5) Wordsworth. "Tintern Abbey".

(6) Wordsworth. "Prelude 1." 408.

(7) " " VII." 795.

that we have in our industrialised cities far too many masses of individuals whose mental, moral and social outlook has been stunted by diminution of country life influences in childhood youth and early manhood; so that in some ways a complete life is almost closed for them; they are compelled "to take too much for granted". We must assert also that even in our villages and country towns (which are too often towns in the country) we have far too many (though smaller) masses of individuals by whom the open book of nature is seen but not understood, because social and industrial conditions have hindered if not prevented the possibility of a thorough education based on the study of Nature and an intelligent reaction to environment. The seeds may even have been sown, but insufficient leisure and opportunity for meditation have prevented proper growth; and the result is that we can hear all too plainly both in town and country "the sad music of humanity" and grieve to see "what Man has made of Man". We are told that "the hayseed is not a hayseed because he lives in the country, but because he has, humanly and intellectually, vegetated and gone to seed". (8) Yet he has had opportunities, just as Peter Bell had; it is in the failure to use them, and in the failure of others to train him for and in the use of them that the fault lies.

We sum up this section of our consideration by re-stating that country life can supply material for development intellectually (by gradual increase in observation and reasoning, aided by modern science), morally by a close and thoughtful (dare one add "intuitive"?) contact with manifestations of a universal power which "rolls through all things", and which is the source of the ever puzzling problems of human life and conduct, personal and social alike; and in a narrower social sense, by a realisation within a restricted sphere (which makes

(8) Weekes. "The People's School". Houghton Mifflin p.80.

the problems at least in the early years of life more easily comprehended) of the various duties and privileges which life in contact with other human beings can bestow. The Nature lore, culture, and humanistic spirit which can best be displayed in an ideal country home are the most important factors in the development of any individuals, and when a larger proportion of these traits are found in a greater number of individuals in any state, then it is truly blest. There is no reason why the urban home should have wider opportunities of gathering into its family circle the sum of great humanising influences of the ages, enshrined in our Literature, Art and Science.

And there is no doubt that the combination of these with all that rural life has to offer would result in a much wider spread of advance in civilisation than is possible in either town or country under present conditions.

(c)

We have thus passed to the third part of our proposition, viz. that country life as exhibited by those groups and individuals living it at all completely, can make useful contributions of a permanently valuable kind to the welfare of even an industrial nation.

For, quite apart from the gradual regeneration of urban life from the country, on a mere physical basis, which is not denied, but which is being checked as far as possible by more hygienic urban conditions, we have seen that there is every reason why a properly educated rural class should add to the general culture of any nation even more than heretofore. Indeed, few of us pause to realise what an enormous share of (to take only one example) our literary culture is essentially Naturalistic; one has only to think of Shakespeare's work on human character, based on his early life experiences in the midland country districts, and reinforced by city life which

was not exclusively urban, and which even so was not quite the city life which our modern industrialism has produced; of Herrick and his "choir of birds" and "nimbus of daffodils"; of even the classical, scholarly Milton, who owed so many of his most effective images to rural elements; or, to pass rapidly over the centuries, of Coleridge and Wordsworth, whether at Racedown or at Dove Cottage; or Keats, a cockney poet whose town breeding could not prevent his most beautiful work from being a joy for ever because it is not removed from Nature; of Shelley's "Cloud", "Skylark", and other exquisite rural lyrics; or later still, of Kingsley, striving to prevent "Man's defacement of the work of God", and praising even the wild north-easter for its powers of rousing energy in his country-men; even of Dickens, a townsman whose work is most notable for its human appeal, yet whose reproductions of bluff, hearty rural hospitality will remain as surely as his Fagins, Micawbers or Quilps; of Tennyson, an up-to-date interpreter of science and progressive thought through the medium of poetry, whose best work, nevertheless, or rather, therefore, is full of rural imagery, whether in imaginary forests of Arthurian times, or dreamy lands of lotus-eaters, or more realistic brooks, and birds singing in the "high Hall garden", or the "miracle of design" in the shell and the flower in the wall; of Ruskin whose grand descriptions of material and non-material things are a model of what can be done by combining Nature and Art; of Hardy, finding and revealing universal principles of humanity in all its varied forms at work in Wessex villages; or (to choose only a few from countless more recent examples) of "Sherwood" or that grand "Song of England" which Noyes sings, even while declaring that none can ever sing it, with its "leafy lanes of England", its "tenderest", yet "hard and blistered hands of England"; of Kipling's Sussex, wherein Man "yearns for his fellow-clay" of the earth; of the Black-

birds of Drinkwater and Brown; of Masefield, "going through meadow and village" and noting the "homely smell of the earth, and the dear wild cry of the birds"; of Quiller-Couch's delightful though pathetic (for the anti-social results of modern industrialism are to be found, even in Cornish work-houses) pictures of West country life; or of Sheila Kaye-Smith, marking down with accuracy the men of the Southern hills and their land and its spirit. Indeed, one has only to ask what would be the remainder out of this grand heritage of English speech, were all that has arisen from rural influences to be taken away, to realise what our debt to Nature really is for our national culture.

Moreover, just as these great intellects declare their essentially rural spirit and delight in the things which we are considering; so they expose the deadening influences of these very things, unless the higher lessons of civilisation are spread over town and country alike.

There is no doubt that the pastoral type calls forth self-sacrifice and tender care for others, though it may be in order to profit thereby; while the peasant cultivating type with its reliance more upon personal effort and patience, has human features of the highest worth; but, carried to extremes, both types can become just as backward in true Humanism as the most despicable hanger-on of civilisation, whether in Mayfair or Limehouse. Quiller-Couch's farming local preacher, getting the uttermost out of his boy-labourer by a mean trick, is just as worthy of condemnation as any employer of sweated labour in a town factory; but under present economic conditions and with present chances of education, the son of the latter has greater incentives to individual and social progress than the son of the former, in spite of the fact that the countryman's son under better conditions would be likely to get great advantages of a more humanistic kind

than his urban fellow. He is nearer to the source whence our great leaders of humanity have drawn their inspiration, and whence the finest elements have come that must be included in whatever we have of national culture that is humanly great and enduring. Carlyle once said that it might be argued whether our possession of Shakespeare was not a greater national asset than our Indian Empire; and it is certain that whatever we owe to our island position, to its mineral wealth and climate, to the domestic traits of our Saxon forbears, or to their adventurous and rugged, indomitable spirit, the contributions which our rural life and scenes have made to our national culture (and thence to a world progress in civilisation) are very great; while a good case might be made out against our nation for its share in the evils which our present systems have also brought about.

This is not to deny that our economic advantages have been useless; or to state that we ought to ignore them; nor is it to deny that town life with its greater scope for intercourse with the leaders of the age, has nothing to give to the country; but in seeking to restore to their true position the more naturalistic features of our society, we need have no fears of upsetting the state of balance which is desired; for the long start in material and other names which present economic forces have bestowed upon urban life will prevent the likelihood of the pendulum swinging too far in the other direction.

And though we find scores of industrial magnates buying or renting old rural halls and manor houses, they rarely enter into the group life of their new locality - but, their sons may.

One of the greatest problems confronting modern leaders of civilisation is, how to combine satisfactorily the best points in present urban and rural groups; so that along

with economic improvement in agriculture, we may secure healthier, more naturalistic town-life, and greater spread of aesthetic culture among the individuals in both groups; though some would say that in both town and country there is need to begin organising groups to start with.

But advance in the groups which compose Society must be collateral to be stable. Hence the object of the chapters which follow is to show how, by improvement in the education of rural leaders, a start may be made towards something like a levelling up; far too many of our middle class rural folk are now in the position of the employers of labour in the early decades of last century; they are in positions of greater responsibility as regards production of food and high farming; of greater responsibility as rural group leaders; yet in many cases they are without the economic safeguards which the former town employer could lean upon. Moreover, modern science, transport, and other progress has rendered change of all kinds more rapid than before, so that a greater alertness and a more rational attitude towards things as they are is required than a century ago.

The danger awaiting the process of educating this type of individual is shown by the results of industrialism in the towns; we do not want to produce a middle-class "bourgeois" type of agriculturist whose position is in part maintained by a permanently dependent "labouring" class of the hopeless type shown in Millet's "Man with the Hoe", though we do wish to secure an educated land-cultivating class whose leaders can exercise adequate influence upon regional and thence national life. And in this task, we have the errors of the past century or so to warn us.

So that, leaving for our present purpose, the admittedly cognate bourgeois and slum problems of the city for those whose call it is to deal with them, we may do our part

towards bringing all social groups into line; first, in the whole life of each geographical region, and thence in national or even world-wide society.

Our aim is to assist in forming the regional

- X. "Eutopias" of Geddes and Branford with regional universities reflecting all elements of civilised life surrounding them, and contributing their quota to wider and higher institutions, and themselves providing channels whereby higher advances may be more rapidly and rationally spread their influence upon all groups. Our aim is not a static condition, with repeated disruptions, nor movements which cannot be foreseen or regulated; not intervals when "the land had rest forty years" followed by chaos; but a dynamic state of affairs, which is thus in accord with the cardinal principle of Life itself.

But the Naturalistic element can never be ignored in any of the special forms which this same task assumes under various circumstances.

Even at lower levels than we have been discussing, it is plain that rural life cannot be neglected; agriculture still remains the basis of life, even of industrial life, and supplies not only food, clothing and much of our shelter materials in a raw state, but employs the greatest proportion of the race, and provides a market for much of what the town factories produce; it may well be that future conditions will resemble (with improvements) the older ways of carrying on manufactures amid rural surroundings.

But whether at low or high levels of human powers, it is plain that for any stability in advance, there must be some nearer co-operation between the various groups composing modern society; such a co-operation is almost non-existent at present, though gradual improvement seems indicated; in

(X) See Ch. XI "The Coming Polity", (Williams & Norgate 1917 Edn.)

this re-organisation, the rural group needs not only the power to add its share, but those who lead need their own peculiar culture combined with all that the wisdom of the past can bring. "The core of the reconstruction problem is to arouse a personal sense of definite responsibility including (1) and transcending each one's own life and work".

In the chapters which follow, we continually find that we are considering problems not confined to the narrow sphere in which we are working; and when the results at which we aim are more nearly achieved, it is true that special (2) problems like these will tend more and more to merge in one - the education of humanity "whose movement endures by changing"; (3) we are thus taking again a special partial view of the great problem of Education, "ever-solving but never solved".

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- (1) "The coming Polity" Geddes & Branford, p. 213. (Williams & Norgate)
 - (2) Wheeler. "Bergson and Education", p.117. (Longmans).
 - (3) Monroe. "History of Education". p. 759. (McMillan).

The Present Position.

"Something to be done immediately."
(Julius Caesar Act V Sc. I.)

---oOo---

"The ill-effects of your country education remain with you", says the villain, Joseph Surface, to Lady Teazle when he vents his anger at her rejection of his insidious advances; and Sheridan thus pays a compliment to the virtuous characteristics of country middle class people of the period which he is describing.

Similar traits of this simple rural honesty, combined with pleasure in quiet comfort and modest wealth are to be found in such characters as the sincere if rather unsophisticated Sir Roger de Coverley; or, earlier still, Corin "the natural philosopher", and the Shepherd who adopted Perdita, though the Nincompoop Slender, his stupidly cunning Uncle Shallow, or the truly "boorish" Parson Trulliber should put us on our guard against taking it for granted that rural England in past days was entirely either Utopia or Arcadia.

Still, what we glean from history and the literature of the countryside and its people during Medieval and pre-enclosure times makes not unpleasant reading; and though perhaps the case against enclosures has been exaggerated by modern agitators with axes to grind, and though there may be something to be said for the increased production and general progress in Agriculture since that time, there can be no doubt that rural life lost some of its charm as well as some of its self-reliance as a result.

The great movement, rather vaguely termed the Industrial Revolution, has just as profoundly affected rural England as those great hives of industry clustered round our ports and

coalfields.

Rural depopulation, poverty, ignorance, the loss of the sturdy independent yeoman spirit, the supplementing of starvation wages out of poor rates, the economic effects of the Napoleonic wars, the Corn Law agitation, all these stand out plainly in accounts of historians, novelists, and Cobbett-like reformers as well.

Yet side by side with these troubles, it is possible to read not only in books but on the land itself, its herds, and its buildings, of less unpleasant matters; the gradual improvements of cultivation and drainage, the pioneer work of Coke, or Townshend, the abandonment of the "fallow" system, the breeding methods of Bakewell and other famous improvers of stock, the more recent introduction of machinery, better transport, the laying-out of more capital, the founding of experimental stations, the growth of the Royal Agricultural Society and other bodies; these are only some of the more agreeable matters of which we learn. Coming to even more recent times, the effects of foreign and colonial development, aided by cheaper and more rapid ocean transport, the ever-growing demand and opportunity for brains and the increasing comforts and luxuries in urban life, the great struggle against circumstances of landowners, tenants, and labourers alike in the difficult years towards the close of the 19th Century, with a more hopeful position before the war, are all set out plainly in any history of country life, while the application of biological, chemical and other scientific discoveries to agriculture has greatly improved both in quality and quantity of animal and vegetable produce; yet the steady loss of arable acreage (134,000 acres in 1926 alone, and this was a smaller decrease than usual), the consequent decrease in rural population and employment, the gradual disappearance of the skilled rural artisan, together with the well-disposed landowner and rural leader, are matters

for searching thought.

The rather artificial prosperity due to the Great War, followed by many heavy losses, yet served to focus attention upon certain outstanding points of national importance, and everyone now realises the great national asset or even necessity of a prosperous, contented, and wealth-producing rural community; a great impetus has also been given to the study of such problems as rural economics, social life, wages boards, co-operative marketing, credit facilities for large estates and small holdings, for long and short periods, and agricultural engineering and transport, and the historical side of these matters.

Many matters connected with these are at present under discussion, not always wise or cool, it is to be feared; on one point, however, all seem to be agreed, that

X. Books on General Land Problems and History:-

- Turnor - Land Problems and National Welfare (Methuen)
- Ernle - The Land and its People. (Hutchinson 1925)
- " - English Farming, Past & Present. (Longmans)
- Marriott - The English Land System. (John Murray 1914)
- Fordham - Rebuilding of Rural England (Hutchinson 1924)
- Orr - History of British Agriculture (Oxford Press)
- Ashley - The Economic Organisation of
England (chap. on Agriculture) (Longmans)
- Dampier-Whetham - Politics and the Land (Camb. 1927)
- Hammond - The Village Labourer 1760 - 1832 (Longmans)

(X.) there is greater scope than ever before for the rural educator and social worker.

This wider recognition of the power of education has come at a time when great strides are being made in a scientific development of educational theory and practice. It is true that the germs of many so-called modern ideas are to be implicitly or even explicitly found in Plato, Comenius, Locke, Rousseau and other writers, but whereas in former times the educational thinker was often centuries ahead of current practice one might almost say of the present that a certain amount of confusion has arisen owing to very healthy simultaneous theorising and experimenting in many directions.

Much of this activity is due to two factors: the very important change of emphasis from formal and analytical psychology to genetic psychology as the principal science upon which the educator may draw; also the attempts,

(X.) Vide leader in Times Ed. Supplement Jan. 31st. 1925.

e.g. The last-mentioned authority (Dampier-Whetham) rather too complacently remarks (p.189) "Our education machinery is now excellent and only needs developing on existing lines."

One may question the entire suitability of existing lines; indeed the writer quoted admits (on same page) "there are not enough teachers or students".

Again, on p. 191, he writes "Some landlords have let their houses, and are unable for the time to live on their estates and look after the people;" ignoring the fact that in Denmark, Canada, and elsewhere, the "people" have managed very well without such "looking after".

The same too complacent attitude is again revealed on p. 191, where he says "all rural troubles will largely right themselves when agricultural depression disappears," for it is highly probable that some agriculturalists, once prosperous again, would be quite willing to leave many conditions in such a state that agricultural depression would most surely return.

These criticisms do not imply that the present writer denies the great help which a good landlord can render, or that economic prosperity in the rural areas is perhaps the greatest need at present.

quite reasonably successful, to place Education itself as a Science on a more exact mathematical footing. People as a whole are now beginning also, to recognise more widely as a people, the fallacy of confusing Learnedness with Education, a relic from the worship of Knowledge which became embedded in our Schools in the 18th and 17th Centuries, and which, like other bad and good features, has been allowed to remain by reason of the deadening conservatism inherent in any custom-ridden system.

In the rural circles here considered, the dire results of excessive trust in mere learning have led to the opposite extreme, and one has to admit that, foolish though it may be, X.I. there has been some real justification for the farmer's suspicion of "book" knowledge.

There is, however, as Professor Sir John Adams has X.2. pointed out in his "Evolution of Education Theory" a distinction between true "Knowledge", and mere learnedness.

Now, when we think of the centuries which elapsed before the highest ideals of Comenius began to be adopted

X.1. - of Book V of Wordsworth's "Prelude" for a reconciliation of these extremes.

X.2. - There is also the type of mind, fairly common in rural circles, referred to by Jung, p.377, Psychol. Types (Kegan Paul); "To the man who is always ranged upon the side of concrete thinking, an abstraction appears as something feeble and decrepit."

The opposite view is given by Woodward's translation of a dictum of Vergerius (in Vittorino da Feltre and other Humanist Educators p.182) "The man whose mind is wholly taken up with speculative literature may be much to himself, but of little value to a city, either as a ruler or citizen."

or the generations which passed before the more useful parts of Rousseau's educational works were recognised, or before the spirit of Pestalozzi or Froebel had inspired the mass of teachers, we must view with astonishment and gratitude the speed with which, in educational and other circles, knowledge of the educational applications of such philosophy as that of Bergson and of the principles of Freud, McDougall, Montessori or Binet, has spread; indeed, X. we already have the "Neo-Montessorian" child; the gathering up of new psychological ideas into "The New Psychology"; and the carrying forward of Binet's work by Terman, Burt, Ballard and others; while the Newton-like work of Spearman is an achievement of which England may well be proud.

Even the present writer's twenty-odd years of teaching experience have seen both methods and aims considerably modified for the better, though it is certainly true that some recently evolved principles are more difficult for the teacher to put into practice.

And this study of the mental processes underlying education has been extended to a renewed and more enlightened study of man as a social being, and the same healthy signs of temporary confusion, speculation, and experiment are to be found in this field of work. There is no doubt that the present time will be marked as an important epoch of great consequences; with this difference from many of the older steps in the advance of civilisation, namely, that the moving forward has become a little more consciously directed; the massive, unwieldy world-forces are not now quite so free to work themselves out blindly chiefly because a greater

X. cf. The chapter thus named in Culverwell's "Montessori Principles and Practice." (Bell)

proportion of the race is vaguely alive to what is going on, while more and more leaders in various spheres of human activity are definitely and closely conscious of trends in progress.

Of course, this coincidence of psychological and sociological advance must and does influence all the affairs of mankind, and particularly all phases of the process and administration of Education. "Many problems of national economy cannot be solved unless the people are well educated; so also it is impossible to introduce educational reforms without corresponding reforms in economic, social and even political conditions".

It is the writer's purpose, however, to consider here chiefly the connection between these historic events and one part of the task of building up the future rural community; partly because there seems some danger of modern urban and industrial matters being allowed to take rather undue precedence; partly because it seems to be specially important, for national reasons if for no other, that the opportunity now afforded, and the interest now shown, should not be lost.

For, though many of our present rural leaders are men of forcible character who are bitterly opposed to anything educational", and even more violently to its cost, there are to be found others with more enlightened outlook who are breaking with traditional principles and thereby coming to the test which all progressive men must face - Are they

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- Xl. Kirchensteiner "Education for Citizenship", page 36 (Harrap).
X. (How far this attitude will be maintained after the Rating Relief policy outlined in the 1928 Budget proposals remains to be seen.)

X. capable of planning and carrying out intelligent advance? Have they sufficient foresight and determination to draw others with them? The writer's research and enquiry have produced evidence in favour of a rather cautious affirmative reply, but a word or two may be said in mitigation of the opposite type.

Five hundred circulars were recently addressed to prominent farmers in all the important districts in England, inviting expression of opinion on their own Education, on that of their children, and on various social tendencies in country life at the present. Though stamped addressed envelopes were provided, less than 5% replied, nearly half of these being from two districts; plainly some leadership had been at work there. But if the prominent persons of the farms are of the type indicated by these returns, or the lack of them, one is tempted to ask, "What of the rank and file?" Yet, quite apart from a universal unwillingness to reply to questionnaires, this negative result must not be interpreted in too unfriendly a manner. In my own district, circulars were not sent, but personal enquiries made, and the impression left is that there is not so much indifference or lack of ideas as one would expect from the above returns. Prominent among the replies were those from old boys or public and secondary schools, all of whom state, too, that they have kept up a study of scientific farming since leaving school.

One has to ask - "What are the hereditary tendencies and traditional habits of the tenant farmer class which seems destined under present conditions to bear the responsibility

X. See the Educational programmes of the Central and Associated Chambers of Agriculture. (1st in 1916, 2nd 1926) also the joint work of the National Union of Teachers and the National Farmers' Union, (though neither of these fully consider the important work of training the rural leader.

of rural leadership in most parts of England?" These are considered in detail in a later section of this work, where an answer is sought to the question - "What material has the rural secondary school to work upon in its attempt to produce the future rural leader?" Here it is sufficient to remark that the social, economic, and natural influences have been of such force that only a very exceptional individual could be expected to break away, and ally himself with the progressive forces of civilised society in the 20th century.

Indeed, were it not that the time seems ripe for an attempt, and that the matter is of enormous national importance, the task of striving against such an inert mass of traditional prejudice might seem hopeless.

- X. Centuries ago, Aristotle pointed out that there are some people who have no conception of what is noble and truly pleasant, because they have never tasted it, and asked - "Where is the theory and argument which can reform such people as these?" His own reply was - "It is difficult to change by argument the settled features of character."

The writer has found the same pessimism when discussing this matter with some of those in authority in rural education; but his hope is that what argument may fail to do, external conditions and educational factors may accomplish, and that even if our work is delayed for a generation or two, it will be all the easier if active opposition can be stilled; and it is not impossible, if difficult, to turn such into active co-operation.

For it is evident that the forces of scientific advance in Agriculture, of enlightened aims and methods

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- X. Ethics Bk X. Weldon's Translation, page 344 (McMillan).

of education, of wide interest in economic and social progress are at the present time converging; and the present work has been undertaken in the belief that a judicious blending and directing of these forces can mark the opening of a new epoch in our country life; which will react favourably upon national life; for, despite past losses in men and wealth, numerically great, and qualitatively greater, agriculture and its connections still employs a greater number of the inhabitants of these islands than any other single occupation. As Mrs. Masterman, from the Chair, at the Conference of Educational Associations, 1926, said, "If civilisation chooses to take the risk of putting all its eggs in the industrial basket, we risk our all on an Institution which has shown itself capable of a great number of things, but also of being very easily dislocated. It is of vital interest even to the people living in the towns that there should be behind them a vital and living country life".

The probably intentional redundancy only serves to compel attention to an undeniable truth.

In another chapter, the writer has attempted to formulate certain philosophic principles, which bear upon rural life and work; it would appear that a definite claim might be made for the superiority of this section of community life over other non-rural elements; here, at least, we may point out that the common assumption of its inferiority has no philosophical basis.

In passing, one cannot but note the enormous interest being taken in the U. S. A. in Rural Sociology and kindred matters; it is thoroughly recognised by those responsible that pioneer work, in getting adequate progress combined with retention of desirable rural elements, is

most necessary, though difficult.

X. The Reports of Annual Meetings of the American Country Life Association afford stimulating reading to anyone who has these matters at heart.

But if even an equal balance is to be restored and maintained between these two phases of national life, there lies before the educator a formidable task; in industrial circles there is at the present time increasing effort to seek out a means of combining vocational and life aims in education, particularly in post-primary education; it is the possibility and necessity of similar efforts in rural education that we are to consider. It is the present writer's belief that, whatever advance is made in any industry, educational, scientific, economic, or social, and whatever raising of the general level of intelligence and knowledge in the rank and file may be, the well-being of the concern as a whole must continue to depend upon those who for whatever reason are the leaders.

It is generally admitted that the influence of most English Secondary Schools upon the characters of pupils is of greatest benefit in training for leadership, provided that school life is long enough for this influence to be really exerted upon the pupil.

Good preliminary home and primary education are, of course, needed; further development after secondary school life should be provided for, but, apart from

X. e.g. Reports of:-

1921 Conference on "Town and Country Relations.")	University of Chicago Press
1922 Conference on "Country Community Education.")	
1923 Conference on "The Rural Home".)	

exceptional cases of men, particularly gifted, who rise to eminence in spite of drawbacks, it is still true that we have to look to the higher forms of our best secondary schools for adequate training in community service and cheerful leadership.

X. Again, various policies of political parties for re-organising our land system and similar matters are now in point, some of a rather revolutionary nature; this is not the place for discussing their merits or demerits, but it is assumed that, following the traditional British custom of moving slowly from precedent to precedent, such changes as are made will be gradual; possibly the number of small holdings will be increased; possibly the already rapid disappearance of the larger estate owner will be accelerated; perhaps, on the other hand, circumstances will arise under which quite opposite movements will be set up; but in any case, the chief burden of local (or even wider) leadership, of advance in scientific cultivation and economic reform in the countryside will have to be borne by the larger tenant farmer or the newer farm-owner. In connection with political matters and agriculture's

X.1. post-war plight, it is significant that an American business man concludes that "Agricultural depression is not to be altered by political action or legislation in aid". "The

X. Conservative - White Paper Cmd 2581 - 1926.

Labour - A Labour Policy on Agriculture 1926 T.U.C.

Liberal - Land Policy Proposals (Lib.Publ.Dept) 1926.

X.1. From an address to the American Country Life Association by S.L. Cromwell, President of the New York Stock Exchange.

gradual weakening of traditional influences is not to be deplored, if new sources of leadership can be discovered, and a new sense of responsibility cultivated amongst those who have been inclined to look to a few leaders to shoulder their responsibilities for them", says the writer of the booklet of the National Council for Social Service on "Corporate Life in the Village".

Even if our assumption be incorrect, there are now sufficiently numerous districts all over the country where these conditions prevail to justify a consideration of certain definite questions which arise for those responsible for organizing and carrying on our Rural Secondary Education.

These questions are - "What sort of leader do we want to produce?" "What material do we have to work upon?" ... and "What means in the way of buildings, equipment, curriculum, and above all staffing, and subsequent further education can we employ towards securing our aims?"

These are sufficiently clear-cut to be dealt with in separate sections.

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WHAT DO WE WANT TO PRODUCE?

"Where our desires are,
and our hopes profound".
(Laurence Binyon)

"Some work of noble note may yet be done."
(Tennyson.)

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The qualifications required for his work and position by the ideal type of tenant or owner farmer into whose hands for good or evil the chief power of the countryside seems to be passing, are staggering to the uninitiated.

He must be energetic, alert and skilful, mentally and physically; he must be able to understand and apply rationally the scientific advances of his own and former times in so far as they affect his operations and stock; his business methods must be far-seeing and economically sound; he must be a tactful leader and sympathetic master of those under his employ; he must be a willing and, upon occasion, self-effacing co-operator with his fellow members in Agricultural Society, Farmers' Union or whatever combinations may exist; he must not be so narrow as to take little or only selfish interest in parochial affairs, and he must be sufficiently broadminded and well-informed to play an intelligent part when required, in County, national or even wider public matters beyond the limits of home, farm, village or other local organisation.

It may be maintained that exactly similar requirements are to be sought in urban leaders of industry and society; this is true; but, having regard to the numbers of leaders and led in each case, the need for a larger proportional number of rural leaders will at once be seen. Even if the huge industrialised farms desired by some reformers and already

existing in some places become universal, this proportional difference would still remain, though slightly diminished; and though the setting-up of more of these larger concerns may yet possibly prove to be one solution of our rural difficulties, it is not likely to be a sudden change; and in any case must be brought about by men of the proper type.

Moreover, the similar conditions under which many urban industries are carried on allow similar training to be successful for leaders in various occupations; and, town life itself with its closer and more obvious social dependencies has in influence of its own; but it must be admitted that the case of the agricultural world is different; no other industry is sufficiently like it to warrant the same preparation, and we shall see that the material upon which the preparatory work is done is of a different type from that usually associated with industrial and other leadership; and without in the least subscribing to the frequently expressed opinion, more often heard in America than here, that vocational training or bias can begin at a very early stage in school life, the present writer will endeavour to show in a later section that some modification in the curriculum, and more in the staffing and organisation of the rural secondary school should be carried out.

It is not sufficiently realised that we have here what are really two necessary principles in all Education and which are indeed rather complementary than diverse; we have to secure both many-sided interest and self-realisation. In the particular problem here considered, can we combine a widely cultivated rural mind with special qualities for definitely rural leadership and at the same time with the requisite modern scientific knowledge and methods? Before answering this, it is well to note that in a mind of many-sided interest, it is not necessary that all interests should

be of equal value or power; but a wide interest may well be obtained, accompanied by, or even arising out of, certain central special interests; it is the effort of this thesis to show that given the right opportunities in staff, method, and other circumstances, special attention may well be devoted to these particular interests, not forgetting, as Herbert X.1. Spencer pointed out as far back as 1873, that mere knowledge of environment is not Education, but inter-relation and use of facts is the thing.

If we assume that at bottom most pupils' endowments are pretty much the same, is there any justification for regarding the main duty of certain schools as the training of rural leaders?

Subject to the proviso that in this great work the school can at most play only about one-third of the part (the other influences being natural endowment and previous nurture, and post-school life-activities,) we may claim an affirmative answer. There is as far as it is humanly possible to see, sufficient similarity in the three other factors above named, in practically all pupils attending the schools we have in mind, to warrant this.

Without advocating ant narrow conception of the work of the school or of life itself, we have to stress the fact that preparation for LIFE may well be preparation for narrower life within a broad LIFE, and special attention to the former is not unjustified if at the same time the wider issue is not ignored. In this respect we shall later see that staffing and similar conditions are really of more importance than time-tables and specially biased curricula.

There is another consideration to be borne in mind;
X.2.as Adams has shown, the idea of Education as the culture of a

X.1. Spencer. "Education". p. 90.

X.2. Evolution of Educ. Theory. p. 162.

human being as such is of comparatively late origin; previous aims had been far more ad hoc. Is it to be thought reactionary to suggest that the newer aim is sometimes too ideal and needs an ideal world for its fulfilment? And that under our present admittedly far from ideal conditions it is wise to take account not only of past but of future environment of our pupils? And that such a course will in all probability bring us nearer to the ideal world than to assume what does not really exist?

Eventually it may well be that an accepted habit of wide and long secondary education for the farmer's son will be fixed, though it will be difficult to form, and will require special organisation to foster it; and it is suggested that even then, about the age of 14-16, some modification in the rural secondary school as compared with its urban counterpart would be beneficial; at present there is something to be said

X. for some modification of all secondary schools (there is such in most primary schools) in order to bring them more into touch with things not merely of rural but of human import.

A similar problem will arise later in the consideration of the functions of the secondary school as distinct from the Primary and Central Schools. For the present, it is enough to emphasise that we are to produce not only the best possible farmer, not only the best possible social and

X. There is already some indication of future development in this direction; the Board's Annual Biology course for Secondary Teachers, Cambridge, is not necessarily or even primarily intended for Science Teachers alone, or even for Rural Teachers. Pioneer work is being done towards a new orientation in School Science teaching, in order to avoid the danger of a too formal identification of "Chemistry and Physics" with "Science".

X.1. industrial rural leader, but a combination of the two; no doubt, a difficult task, especially with the material to hand, but a task which, successfully accomplished, would lead to an almost mechanical solution of most of the rural difficulties in English life.

The present Writer, from many years' experience as a teacher and social worker in village life, and as spare-time worker on the farm too, would never dream of belittling the important national work of the rural elementary school; nor would he deny, but wholeheartedly affirm that the past decade or two have shown tremendous improvement in the staffing, equipment and general work and aims of these schools; but such improvement has, in part, only served to aggravate many social and other troubles in rural areas; there has been a widened outlook, a tendency to arouse restless activity, accompanied by little opportunity for accomplishing the life aims which must go along with these; and one object of the present work is to show that without adequate leadership, and improved

X.2. leadership of the village industries and community on the lines suggested, any improvement in Education at "lower" levels, however to be desired, is rendered difficult, and in the long

X.1. The modern American reformer's attitude to this problem is shewn by this extract, "The High Schools do not exist for the purpose of preparing for College the relatively few graduates who enter College Halls, but for the purpose of giving to all who attend them the best possible preparation for a happy and useful life in society and state".

Brown. "The American High School", p.363. (McMillan)

X.2. Morris. "The Village College" Camb. Press. 1924 on p.3. "Adult education, rural libraries, and village halls will always be fighting a battle already half lost, if, leaving the village system of Elementary Education as it is, we forget the older boys and girls, and allow the ablest of them to be stolen by the Secondary Schools of the Towns" and on p. 6. Morris advocates the Senior Central School as chief means of future rural post-primary Education. This point is considered in a later Chapter of this thesis on Rural Scholastic Institutions. q.v. (The present Writer would prefer Senior Central Schools and Rural Schools as well).

run ineffective. It is to the Rural Secondary School that we ought to look for a solution of the difficulty.

X. Perhaps this exalted view of the work required from the Rural Secondary School may appear exaggerated, but its importance cannot be denied, even by those whose aim is in theory a complete system of peasant holdings and a peasant community, which is suddenly and violently to take the place of the present admittedly unsatisfactory conditions.

Let us now proceed with a more detailed examination of the chief qualifications enumerated above.

Whether the future farm is to be the large industrial concern, or a huge co-operative centre, or a smaller affair worked by the farmer, his family, or one or two labourers, physical alertness, powers of endurance, and skill must be acquired by all those who work, and, if possible, more by those who lead, or by those who have to do both; for example, only the man who has milked a particular cow himself can best tell whether a second subordinate person is doing it properly; and though the thousand-acre farmer, educated (as this research has shown some to have been) at Eton and Cambridge, may look askance at this, or be inclined to do manual work only at long intervals, such matters must be seen to, if efficient work is to be maintained. "Why not employ a responsible bailiff for such things?" is asked. The reply is that where conditions warrant it, this should be done; but in that case the bailiff must be a good farmer and leader of men, and his education is the subject here considered. Besides, who shall supervise the bailiff? And, ~~as~~ we have

X. In his paper on Rural Leadership before the American Country Life Assoc. Conference 1921, J. Campbell advocates special training (for rural leadership) of the vocational agricultural teacher. Though all would agree that every schoolmaster must perform rather more than the ordinary share of community service and leadership, it is useless to expect really improved conditions until leaders arise from the social group to be led i.e. from the farming classes rather than from their teachers.

shown, conditions on the farm are never quite the same as in other industrial concerns. It cannot be too strongly urged that whatever may be the case in other businesses, close personal knowledge of current jobs must be kept up in Agriculture. Of course, here arise many controversial questions of land tenure, limitation of the size of holdings, chances of promotion for labourers and so on, which are beyond the scope of the present work, but which cannot be altogether ignored. After all, there is only so much land in England, and the time may come when we have more qualified men seeking to perform their part in its cultivation and control than present conditions will allow; at the moment, it is very certain that every acre of land is not in the hands of a really capable and educated man; there are not sufficient such to go round.

But the insight derived from actual experience of certain operations and from the acquiring of skill therein has an intrinsic value all its own in affecting the outlook of the man who gains it; Robert Burns' descriptions of rural scenes and toil ring far more true than the graceful dilettante works of Horace, Gray or even Cowper; sea-life is more realistically reflected in the works of Conrad than in other tales of sea-advanture; in all such cases the level of true humanism is higher; and he who can both act and know is a better leader than he who can only do one of these.

Moreover, the commonly held idea that most farm operations are unskilled is grossly erroneous; let the uninitiated try to drive his first furrow, to pleach his first hedge, to build his first waggon-load of hay, or even to hang

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- X. A useful summary of recent researches into the psychophysical processes underlying skill is to be found in "Skill in Work and Play", by Prof. T.H. Pear (Methuen) vide also an article by Prof. Pear and Miss Burnett in Br. J. of Psych. Oct. 1925 on "Motives in acquiring Skill".

a gate accurately, to say nothing of handling a timid young horse, or relieving a travailing ewe, and he will soon learn not to "mock their useful toil", humble though it may appear. So the would-be master farmer must be at least moderately accomplished in all that those under him are to do, though much of his time will of necessity be otherwise occupied.

Here, as we saw before, recent psychology with its experimental work on the processes underlying the acquirement of skill, and its revelation of the intellectual and emotional accompaniments of physical activity comes in to aid the work and understanding of the educator; "Man is something more than a body loosely coupled to a ghost". Physical and mental fitness are but two sides of the same picture, and the traditional lack of alertness in the country youth (not altogether unjustified by facts) is a matter for the deep concern of the rural schoolmaster.

There should be general agreement, too, with the requirement that the future rural leader shall not only possess useful scientific knowledge, but should have rational mental habits which will enable him to make proper use of the many experiments which are carried on at the centres now scattered up and down the land. This scientific knowledge need not necessarily be profound, but as far as it goes it should be thorough, and in the course of acquiring it a sound scientific method should be larned; small amounts, with well-defined principles, of Chemistry, Physics, Botany, Zoology and Meteorology should be included; this will be considered later when the whole curriculum is discussed.

The studies here advocated should provide the future farmer with sufficient knowledge and reasoning power to make him cease to be the victim of the plausible seller of

too expensive manures or food-stuffs, or even of his own enthusiasm for experiment the failure of which could be foretold by anyone with requisite knowledge and experience; on the other hand, it should tend to rouse an enquiring mind to action, and lead (where needful) to a break with deadening tradition.

Book-keeping and farm accountancy have long been taught at a number of "rural-bias" schools; but it seems far more important that the history and geography which underlie a thorough understanding of economics and the business of marketing should be well-known, even if the knowledge is to be used in the future only as a means of following the mutual operations of the co-operating society of which the farmer is a member. The writer's experience and observation have revealed an appalling neglect or ignorance of many of the outstanding facts of Industrial History and Economic Geography.

Accuracy and speed in systematic book-keeping are necessary in their proper place, and some larger industrialised farms, e.g. in Lincolnshire, are carried on in a more business-like manner than elsewhere; indeed, a strict application of principles of accounts to all farm operations would sweep away many misconceptions among both farmers and their critics. But a knowledge of broad economic principles and general world-commerce is surely of at least equal importance to the future farmer, and the power of wise action which results from a thorough education is of more value than either of these.

It is easier to agree that sympathy and tact, with courage and a sense of discipline, are needed by any employer, than to lay down rules for providing these essentials, and the problem will need careful consideration later on when the effects of school and home life are dealt with; here it is enough to point out that without such traits the farmer is not likely to be faithfully served, and he is a man far more in

personal contact with his workers than most other employers; he may be rather compared to the small master-carpenter in a business of his own than with the head of a large business employing hundreds or even thousands of men; how far even this latter needs the traits which we are considering need not concern us now; the future farmer must resemble Amyas X. Leigh in the sea-fight rather than the Spanish Don; "The black-plumed Senor was obeyed, but the golden-locked Amyas was followed".

It will be also an agreed point that the education of all our agriculturists should attempt to give both a patient endurance of the caprices of an unreliable climate and at the same time a scientific foresight and method of combating these with some hope of success.

If the points here elaborated are secured, one would expect little difficulty about the relationship of the farmer to the fellow-members of his profession; possibly we have here the greatest cause for the slowness of development of co-operation in all branches of English Agricultural life in the past two centuries; a remarkable fact, when one remembers that for most of our earlier peasants and rural folk, co-operation had been for many generations the keynote of all their village life; whatever drawbacks to the energetic and progressive farmer may have resulted from common grazing and other ground, there must have existed at least some form of team-spirit; on more than one occasion in history we find that the country-folk of whole counties rose against oppressions with at least some show of union, especially if some leader appeared who possessed force of character as well as a realisation of the exact situation and

X. "If 'tesn't hands together, 'tes nothing",
John Galsworthy in the "Freelands".
quoted by Mr. J. Wyllie of Wye Agricultural College
in an address to Farmers' Club, March, 1927.

complaints of those under his guidance.

Recent economic depression and, let us hope, higher motives, drawn possibly from a realisation of some of the lessons which the sacrifices of 1914-1918 have taught, are leading our farmers to more and more united action; there is no doubt that the present National Farmers' Union is by far the most representative and most widely influential society of its kind that has ever existed in England, though the co-operation of many of its members may not be very hearty when personal sacrifices have to be made, and though many members regard it as a necessary evil in the way of self-defence. Is it too much to hope that by starting with another footing for the next generation (not ceasing to do whatever is feasible for the present one) we may obtain not merely defensive action, but united and whole-hearted progress in other directions of mutual help?

The writer has met many of the leaders of this Union and can affirm that this wider social spirit is already at work among them; and too rapid progress among the backwoodsmen type cannot be expected. This problem is referred to elsewhere. A more humanistic social spirit must be secured, not by force of outward circumstance, but life-giving and inspiring from within. And it may be stated without any vindictiveness that the man who prefers complete isolation in his profession will soon be out of the profession altogether, at any rate as a leader and probably as an employer too. One of the chief reasons for past stagnation has been the widespread if unconscious notion that the tenant of land is to use it as a means of mere living; if all immediate family needs are on the average moderately satisfied, and if rent, rates and taxes can be grumblingly paid, then, it is considered, all that can be expected from the land had been obtained; it is the old idea of every man dwelling in peace under his own vine and fig-

tree; few have realised what recent events have very forcibly shown, that the land is a national resource, and must contribute its share towards the national prosperity, to say nothing of the provision of a sturdy race to keep up the supply of material to fill the gaps which are unavoidable in a modern urban industrial population, in spite of the enormously increased improvements in sanitary and other conditions.

Quite recently a Southern farmer declared to the writer that the only way in which a tenant farmer could be comfortable and pay his way was to be the tenant of a landowner with urban interests and a good annual income derived from a town industry; this annual income was to be spent in the country districts. I found that he had never entertained the idea of a wealth-producing countryside, or even the wise laying out of the landowner's surplus capital on improvements which might be expected to pay for themselves in course of time; no, it was mere expenditure in the country of the money made in the town that he wanted. Shortly after this, I mentioned the conversation to a secondary schoolmaster in the market town of the district, and found to my astonishment that his attitude was exactly the same as that of the farmer; the purpose of existence, as far as the countryside is concerned, is to vegetate, to be kept going by a direct or indirect levy upon the wealth of the town.

Of course, one can see that this attitude is partly at least due to the prolonged superiority in wealth of the city over the village. Later inquiries showed that the farmer in question was a prominent member of his particular society, of several local governing bodies, a manager of local schools, and a tenant of several farm holdings which had successively been brought under his control; also that the schoolmaster was mainly responsible for the further education of most of the farmers' sons within a very wide county area. Perhaps this is an extreme instance (though similar facts were found in other

places), but drastic changes in the organisation and provision of a wider economic education are surely indicated for rural areas like the one in which it occurred.

X. "As a result of co-operative selling of tobacco by American producers, the price to the producer was doubled after one year's working, without any increase in price to the consumer".

Of course, urban industries must be prepared to back up the work of the agricultural community by economic or even political support; another fact which has not been widely recognised, this time by the urban dwellers. To the old saying that "one half of the world doesn't know how the other half lives", one feels tempted to add "and doesn't care either".

It is worth while to note that recent psychology comes to reinforce the reformer's position in this matter by its deeper researches into the main springs of common action among human beings, just at a time when world-movements and the march of events have fixed men's minds on the same phenomena; though, indeed, many writers on Ethics and Sociology had previously pointed out the necessity of common action even for individual development towards higher things. "No man liveth unto himself alone" is not a mere statement of an event, or a precept in human affairs, but a primary condition of the possibility of human existence as we know it; indeed, we can go as far back as Aristotle for the well-known statement of this principle - To live alone, one must be either a God or a beast. But this is only just now beginning to be seen by the majority of our rural dwellers.

This new and more intimate interest in the value of

X. Article by A. Sapiro on "The Economic Education of the Farmer", Page 53. (Report of American Country Life Assoc. 1921).

co-operation with the fellow-members of his profession is already leading the more alert countryman to see that he has a duty to his village, his country, and other wider organisations, whether for government or any other activity; he sees that the ideal countryman, like the ideal townsman, must be as far as opportunity allows, a true "citizen of the world"; whether it is better for this attitude to be explicit or not is a matter to be considered when discussing the influence of school life later on, but the point here noted is that the man whom we want to produce must have this trait; it matters not for the present purpose whether he has it without asking himself if "the eye of Duty be on him", or whether he "relies upon the genial sense of youth", though indeed it is well for him to have definite principles upon which he can rely "in case of need".

Now for the majority of farmers who have reached this position or anything like it, in the present generation, the process has been a long and not altogether pleasant experience; but there is no reason why it need be so; there is every possibility, through the influence of a properly organised school life, of the same or a better result being obtained by a converse process, so that the farmer's son may bring to his life work tendencies and habitudes leading to all the activities mentioned above; that is, he will strive
X. to be a man first and a farmer afterwards; and to treat his fellows in the same order. For, as Orr very well sums up

"The progress of Agriculture depends

- (1) On Man's knowledge of nature, of soils, of seeds, and the proper way to handle them".
- (2) On his knowledge of human nature and of the way in which men should treat each other in

order to preserve their contentment, and their loyalty to each other in a common enterprise".

But, Orr goes on to remind us, "If a plan intended to secure fair play does not also secure economy and efficiency, it is bound to fail".

The means to this end are discussed later; here it is indicated in advance that the primary, or even the central school, be they never so efficient or high-toned, are usually prevented by mere brevity of time from a thorough accomplishment of what is needed; even the best secondary school requires later influences of the right kind to drive home the beginnings which have been made, and it is an unfortunate and degrading fact that, except for some shining isolated cases, the post-school influences upon the average farmer's son have tended to destroy rather than develop the altruistic characteristics for which the English Secondary School is rightly famous; while the actual influence of the secondary school upon him has been of little value owing to his short school life and its failure to stimulate his interest either in his surroundings or in human relationships.

These characteristics, which the Young Dane can derive from his Folk High School, and which are not particularly noticeable or emphasised by the Danish Secondary School (this was admitted by two prominent secondary Masters in Denmark) are allowed to be the peculiarly English schoolboy's traits, and how few of the boys we are considering get what they might from their schools! There is, too, one matter in which the Danish and French secondary schools are superior on the whole, that is, in sheer power of teaching; this is another point which will have to be dealt with later on. It is comforting to be told, as the present writer was told by a Danish secondary assistant master, that some Danes are hoping for great benefits by adopting more of our prefect system in their larger

secondary schools.

It matters little where this spirit of loyalty and leadership is obtained, but one must point out that we have very little opportunity in England for getting it from such institutions as the Danish Folk High Schools; one has to see these at work to understand fully what they can accomplish.

It is true that the corporate life of the Agricultural College and Farm Institute can do much, but it is a fact that at present, only a small percentage of the persons we are considering pass through these places.

An attempt has now been made to answer the question with which we set out - What do we want to produce? It has been shown that only a superman could fulfil all the requirements here given; but the demand for very similar traits is being met with fair success in other walks of life, and though, as has been shown, a greater proportion of men with powers of knowledge and leadership is required in agriculture than elsewhere, there ought not to be the great disparity between the two cases which exists at present.

It is high time that everybody in Agricultural circles and rural educational circles alike realised the necessity of clearly formulating some such aim as has been outlined; possibly details might be added or taken out, but it is claimed that substantially the requirements are as stated; moreover, they do not clash in any way with the development of individuality which all Education must provide. But from the Writer's correspondence and personal contact with representatives of educators and practical agriculturists in areas stretching from Cumberland to Sussex, and

X. Of the many books connected with educational lessons to be learned from Denmark, the following are noteworthy:-

Rider Haggard. Rural Denmark and its Lessons (Longmans)
Foght. Rural Denmark and its Schools (McMillan)
Begtrup, etc. Folk High Schools of Denmark (Oxford Press)
Harvey & Rippien. Denmark and the Danes (Fisher Unwin)

from Devon to Lincolnshire, the general failure to keep this IN VIEW is only too plain; either there is no special consideration of the matter at all or there is definite opposition to any form of teaching which gives more than the three R's, though some farmers add to the latter a knowledge of Chemistry and other science and manual training bearing upon Agriculture. There is, too, the Educator who declares that no special consideration ought to be given to the case of the would-be farmer, that the secondary school as it exists is there for him to attend or not as he chooses, and for him to receive the peculiar English training which it gives; the very plausible argument being that the time for specialisation comes afterwards at the Farm Institute or Agricultural College, an argument which may be much more in place in another generation; even then, as we shall see, some modification of staff, curriculum, and examination syllabus will be needed; and there is the farmer who asks that only what is of direct use to the boy in his later life shall be studied, and demands the omission of what by the all-too common opponents of Education in general is termed the "frills of Education". And these failures to make the best of our schools are manifested at a time when all circumstances are making the need for improved rural leaders a very sore one.

Still, even since the present definite research began, a gradual improvement is indicated, and all along there have been splendid exceptions, to many of whom thanks are due.

It will have been noticed that we have purposely confined our enquiries to the qualifications needed by the future rural male leader. The reason is not that this is a fundamentally distinct problem, or that the farmer's wife is less important either on the farm or as a social unit than her husband; indeed, her preparation for life and her part in the home and in the outside rural community are perhaps of greater

importance than her husband's; but, in the first place, we have as yet no systematic form of co-education in secondary schools, though very valuable pioneer work is going on in one or two; secondly, one or more of the present farmer's sons is almost certain to become a farmer, while it may well be that the daughters will sever their connection with rural life when they marry; (the brothers may take wives from the urban areas); thirdly, the present customs of land tenure, culture and management make the male leader outwardly in all cases, and wholly in many, the more prominent person.

If the large industrialised farm becomes more widely the fashion, these factors will certainly not tend to decrease, except in so far as the tenant of the small farm becomes a working foreman on the larger in return for his loss of tenure; if the smaller and more "family" type of farm becomes the customary rule, there will then be need for careful consideration of the preparation for life of the future wife and rural female leader; still, many of the principles here set forth will be applicable in that case. There is, too, the problem of the city man's son who takes to farming as his life's work; I have usually found that this type is well trained at the Agricultural College. For the present the problems raised are quite sufficient.

Before passing on to the next section, it is well to ask how far the aims here put forward are in agreement with those recently formulated by prominent educationists. Before doing so, it may be pointed out that, whatever general aim be adopted, it is quite proper to modify one's procedure within the limits chosen, in order to meet special purposes which can be reasonably undertaken before the close of secondary school life at the age of 16 or so; also that the more general (and therefore generally acceptable) the statement of the prominent man in educational circles may be, the more must we consider

the possibility of interpreting it in the light of our special needs at the time.

With this proviso, let us take the following as a representative statement:- "The aim of education is the discovery by man of himself, and his use and enjoyment of his powers; it is the discovery, also, of a world in which he must intelligently and loyally play his part; it is the discovery, further, that this world, material, thronged with men and women like (and unlike) himself, to whom he owes plain duties, and from whom he receives services, is more than material and temporal; that it is a system of relationships, spiritual and eternal, to be apprehended by imagination and faith".

This very comprehensive statement of Prof. Campagnac goes in many ways beyond the scope of our present thesis, simply because it shows that education and life are co-durational; but it is also clear that in the earlier pages of this section we have elaborated many points which are the foundations of education as he conceives it. Perhaps the most prominent matters are those relating to intelligent use of human powers in one's particular place in human affairs; and to the reciprocal play of duty and service. It is beyond the limited scope of this thesis to deal more than very broadly with the climax of Professor Campagnac's statement, which may be best summarised in X. his own words "To be in the world but not if it is the purpose of education". In passing one must just note with profound regret the failure of many rural clergy to take a really effective lead in promoting the aims which we have outlined; something more than a genial acquiescence in the social and economic troubles of the countryside is surely needed; but as we shall see in the parallel case of the majority of Rural

X. Address to C.L.V. Ed. Course Aug. 1926. Reported in "Teacher's World", Sep. 15th.

X.1. Secondary School Staffs, no thought of qualification for this special service is usually taken when appointments are made.

To the present writer it was stimulating to find that the distinguished educationist quoted above, admitted that though his tastes and habits have become predominantly "bookish", he found a higher satisfaction in an early morning walk in summer over Gloucestershire fields with his dog.

Again, the aims of education here put forward are plainly consistent with the rather wide statement of Herbert Spencer that "complete living" is to be sought; for failure to secure any of the traits enumerated would necessarily lead to a narrowing of the activities of the individual, and make for an incomplete life, outwardly and inwardly.

So, too, we may quote from a recently printed essay discovered among the papers of the late Professor Ward - "To draw out and develop individuality is the first concern of all education". Surely the preparation for leadership, accompanied by self-effacement when necessary, and the will and ability to work in one's calling and in the narrower personal world in the light of modern science and sociology must be taken to fulfil this; though in rural circles one must bear in mind that "individuality" has too often been

X.1. Since writing this paragraph, I have noticed that the particular problems of country life are to be the main study of the Church Congress at Ipswich Oct. 4 - 7th. 1927. This is a very welcome sign, though there still remains the principle, "Put a man in a place, and let him find out about his work later".

Doubtless the principles of Christianity are worthy of universal adoption, but the man who can teach and carry them out in a rural parish may need different qualifications and life-experience from those of his urban brethren.

At 1917 Conference on New Ideals in Education, Mr. R.G. Hatton, speaking on the problem of the Rural Continuation School, said, "I must candidly admit that, except in one or two instances, the country clergy have been no aid".
Page 71 of Report.

X.2. Professor Campagnac in address C.L.V. Courses.

synonymous with ignorance and wilfulness.

The principles of "The New Education" as laid down by the New Education Fellowship illustrate perhaps best what the leaders of Educational progress are aiming at now; briefly they seek to release spiritual and creative power in the child; to secure discipline without enslaving any spiritual faculty; to give free rein to interest; to lead to co-operation rather than competition, and to "develop in the child not only the future citizen ready and able to fulfil his duties towards his neighbours, his nation and Humanity as a whole, but also the man conscious of his own dignity as a human being and recognising the same dignity in every one else".

It only remains to state that, after consideration of the way in which his aims coincide with these general propositions, it rests with the rural secondary educator to apply himself to the narrower sphere within which his work is to be done. The question now arises, our particular aim being clear, what material have we upon which to labour?

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X. Extract from definition issued by the N.E.F.

What material has the Rural Secondary School to work upon?

"In prolonged interaction between environment, occupation, and family life, there evolve certain human dispositions and social traditions".
Ch. 1V "The Coming Polity"
Branford & Geddes.

"A wit not over dull but hard, rough, if it be at first well-handled by the mother, ... and rightly smoothed by the Schoolmaster, proveth always the best".
Roger Ascham.

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Broadly speaking, of course, the answer to the question propounded would be, "The ordinary young English male human being". But this reply, even if elaborated in accordance with all the recent doctrines of biological psychology, will not be sufficient for our purpose; without entering into the now almost time-honoured controversy of hereditary versus environmental factors in human development, (Professor Thomson once pithily remarked to the present writer, "Environment cannot make bad seed good, but it can stop good seed from growing properly!!)" it has to be recognised that in most cases, the future farmer entering the Secondary school at about eleven years of age (only too often 13, or even 14, if allowed) is not the average young male.

His peculiar environment has already scored very deep marks of a special kind on the hereditary material of his character, and both factors have been directive forces of an unusual type in his general make-up.

Again, we have to meet the contention, quite reasonable at first sight, that something like this can be said of every bit of human material coming into any secondary school; our reply is that having regard to the almost unique influences

(we shall consider them in greater detail presently) and having regard also to what we have stated as our ideal product, there is most certainly ground for regarding this as a special problem and for our treatment of it as a fairly distinct section of the whole secondary system of our national Education.

Now, in the past, it may have been safe to enumerate rather dogmatically the main features of the average farmer's character, though the writer's life experience and recent research among these men has tended to make for very cautious generalisation in this respect. It is safe to say that the modern farmer is much less of a fixed type than we are led to suppose his father and grandfather were, and there is every indication and hope that as the environmental influences are being greatly modified - and here we must place the mother's influence, and improved rural social conditions as being very dominant - this adherence to type will become even less pronounced.

But even if we make due allowance for varied and exceptional cases, and even if we recognise fully the great need for any educator to consider individual differences, and not to base his judgment on doubtful generalisation, the thesis is submitted that there are sufficient general features, both hereditary and otherwise, to warrant the formulation of certain general precepts concerning the pupils above mentioned. To whatever extent home and other influences upon the farmer's son may have been modified recently, at least a generation (and very probably more) must elapse before there is any possibility of approximation between the educational position in the rural middle classes and that in the towns. Besides, many impersonal factors will always remain much the same; the daily, yearly routine of farm life and work (not to be ignored but definitely to be used in education), and the perennial struggle with nature can only be modified gradually, and never completely changed.

We now pass to a consideration of the general

hereditary factors in the farmer type. Neglecting the insignificant number of those descended from professional urban classes who have taken to farming (and many of these must really be descended from ancient peasant stock), can we say that certain main definite characteristics are handed from generation to generation, apart from the minor personal differences in individuals which are to be met with in all ranks of human society?

In the main, our farmers are descended from the more important yeomen who successfully survived the enclosure period; from reeves and other officials like the one in Chaucer's Prologue, who had saved enough to become tenants or copyholders of much of their absent lords' demesnes; from lower yeomen types whose patient industry and frugality during several generations has enabled them to rise from labourer to small-holder and thence to the farmer of a larger tenancy; from successful rural artisans, or master tradesmen, who have passed from the stage of holding a few acres to supplement their vocation, to that of completely relying upon the land for a livelihood; and in a smaller number of instances, from lesser manorial lords whose families preferred to remain on the land after the breaking up of their system, and from the younger branches, or from pensioned servants and retainers, of great landowning families; also, in more remote and hilly districts, from hunting or raiding stock of a virile kind. Marriage outside these particular groups has been infrequent, and even when a town maiden has been brought home to be the mistress of the farm, it is probable that her own descent has not been many generations removed from country folk. A fixation of certain characteristics is thus likely and, in fact, is to be found. It is obvious, taking a long view, that the hereditary factors, if they are to count at all, must be those which have led to the persistence of these land-cultivating families since very

early times. Common observation leads at once to fairly definite marks; sturdy and robust physical features, the unity of which with accompanying mental and moral traits is now becoming a serious branch of psychological study; popular proverbs and epigrams have long noted this connection; a certain self-reliant doggedness is usually prominent, though strangely accompanied by a hesitation and lack of articulate-
X. ness, which is often, quite erroneously in the writer's opinion, taken to be stupidity or moroseness; there is also a deep-rooted regard for family, district and nation, rising at a crisis above the usual selfishness, and one cannot help feeling that there is more than the mere effect of habit or custom in this; is it too much to suggest that these are fixed characteristics derived from Teutonic or earlier peasant ancestry, perhaps merged with both hunter and pastoral traits of Celtic tribes?

So, one finds, as after all, one might expect to find, when comparing this list of the main hereditary tendencies of our rural folk with what can be gathered from the history and literature of our race, that these characteristics are typical of our Anglo-Saxon-Celtic stock, and, in reality, the heritage of the townsman quite as much as of his fellows in the countryside.

In what then, must the distinction be? For there is an undoubted distinction between the general traits of the two classes in England.

Plainly, it must be due to factors (a) of at least partial selection, by which the more venturesome and reckless, and perhaps less steady have left for the towns, and (b) of environment, whether these are merely local and temporary, or (c) of the very effective cumulative kind, now termed "social inheritance".

X. A suggestive book on the connection between Character and Physique is that of Kretschmer. (Kegan Paul 2nd edn.1925)

The following successive generations have been noted in one district by the writer; a wider survey by some organisation such as Leplay House would provide useful material for the sociologist; in each case the first-named is the earliest generation of the series:- Farmer, farmer, miller, miller, farmer: Farmer, inn-keeper, farmer, farmer; Doctor, architect, farmer (this series is uncertain): Village shoemaker, farmer; Labourer, baker and general store-keeper, farmer; Landowner, landowner, landowner, (in all cases farming part of their own land): Farmer, farmer, butler, farmer, farmer: London, milk-dealer, farmer, farmer: Labourer, stud-groom, farmer, farmer: and four cases where for at least four or five generations, and very probably longer still, farming has been the family occupation; in two of these cases, the farmstead had become known by the name of the occupier, and in another the family had actually become known locally by the name of the place!

It has often been pointed out by educational writers that by means of this social heritage, we may explain characteristics evident in each successive generation, without implying the possibility of the congenital inheritance of acquired characteristics about which a controversy started by Lamarck has long raged. Indeed, recent experiments carried out by McDougall at Harvard would seem to show that it is unsafe to deny the possibility of such handing on of acquired tendencies; still the matter is not yet settled, and as far as our present purpose goes, it is sufficient to have shown that whether congenitally inherited, or "socially" inherited, there are quite definite characteristics observable in the average rural type.

Perhaps the most prominent of these has been due to struggle through many generations against the forces of nature,

X. McDougall's article in the Br. Journal of Psychology, April 1927, was subjected to searching criticism by Miss Hazlitt, July, 1927.

See also Hazlitt's further criticisms in the same journal, 1927. (R) 1927.

and against the machinations of dishonest and cunning exploiters of rural simplicity and ignorance, and against the feeling of isolation and inferiority to more travelled persons, for it is not all rustics who have sufficient "natural philosophy" to hold their own against the irrational gibes of those who have been bred "inland", and at court.

So that when times are not altogether bad, it has become traditional to conceal the fact; and there have been all too many periods and seasons when times really were so bad, that traditional carefulness and economic use of available resources have necessarily developed into definite meanness in some cases.

Hence, we find low wages to employees (curiously enough, often maintained at a low level to avoid letting a neighbour down), some indifference to the distress of labourers' dependents, some exploitation of child and female labour, retarding of social improvement, definite hostility to expenditure of public money for common and often necessary ends, and unwillingness to co-operate with fellow farmers, or distrust X. of their fellow-members in a society.

It is interesting to note that most of these characteristics were to be found in many leaders of industry in the earlier years of last century, and even now the spread of more enlightened habits has not affected all of them; can we wonder altogether at the persistence of such traits in rural circles? Can we not, however, hope for as rapid or more rapid change now that we are in a better position to see causes and remedies; now that we are able to appreciate more exactly the benefits and faults of "industrial" methods; now that we realise the fact that rural folk, while possessing

X. Pullbrook (English Country Life & Work. Batsford) has an interesting summary of common rural traits in England.

many of the less desirable traits of former town leaders, have never quite lost the better, homelier, more human characteristics of the race; and now that, as this work is intended to show, we are in a position to organise a definite system of secondary education which can benefit by the successes and failures of our higher schools during the past century? For we have now reached about the second generation since early and middle X. Victorian days when Thring, Arnold and others began a new era in Secondary Education, and though it is true that not many grandfathers of our present country farmer youths went to Secondary Schools, most of their fathers have done so; even if they have had little direct benefit from this, it has nevertheless been a means of setting up a tradition whereby the farmer's son at least attends a Grammar School; and the rural habit of sticking to things as they are sometimes has the advantages of its defects.

The writer has been fortunate enough to get into touch with a number of retired farmers who have vivid recollections of their school days at a small Grammar School nearly seventy years ago; only one had learned Latin (most of them said that the school had two distinct sections, known as the Latin School and the English School) and not one of the others could remember getting anything more than the three R's, though all to a man had been impressed by the idea of the wonderful character and learning of the headmaster, a clerical Fellow of Trinity College, Cambridge.

But, though in each case the fathers of these "old boys" had not attended such a school, in every case, their sons had done so, and in two cases, their grandsons were already attending the same school. Plainly, the habit above mentioned is becoming a traditional force.

There is the further point, too, which one of these veterans very wisely insisted upon, they had had little opportunity in post-school life for social service in the way of Local Government, an undoubted means of enlightenment and sacrifice which the later generations have had; how the opportunity has been used is another question.

In some cases we find that a position on the land has been maintained during the very difficult periods through which English farming has passed, by means of intelligent advance in cultural and breeding methods, by cheery and energetic independence, by carrying on a tradition of good husbandry, and by discreet use of circumstances; but it is beyond doubt that in some instances the family holding has been preserved, or upon occasion, extended, by servility to authority, by cunning if not dishonest dealing, or by a care of resources amounting to definite meanness. These traits cannot all be due to purely hereditary factors, but some, no doubt, go very far back in the struggling line of peasantry or serfdom.

But even if it could be shown that most of these less desirable tendencies were hereditary, the only effect on the present study would be to throw additional emphasis on wise and scientific early training, principally in the home; recent psychology shows plainly that the distinguishing traits in personality are far more the result of different directional training and compounding of hereditary tendencies from the earliest stages than the direct unalterable outcome of instincts which cannot be modified or restrained. Even intelligence, about which so much is being written, is a potentiality. Adams points out; and the same may be said of practically all prime

X.1. e.g. Tansley. "New Psychology" Ch. V.
and McDougall "Social Psychology" passim.

X.2. "Modern Developments in Educational Practice", p.68.
(Univ. Lond. Press.)

factors of human strength and weakness.

The more "natural" characteristics of the farmer type thus appear to be very far from what the educator could wish, though not so retrograde, or so firmly embedded as to lead to despair of reform and development.

There are even more hopeful signs when we consider the influences upon personality which come into play later; those due to wider is less intimate, environment.

We have already noted the possibility of modifying the maternal influences, always very powerful; there does not seem much likelihood of any wider imitation of the working peasant wife of Belgium and other continental countries in England; and, indeed, there are reasons for opposing this, though the rather sordid financial benefit may be admitted. On the other hand, the great national work of the land-girls during the War showed what can be done; still, this has little bearing on our present consideration, the woman's influence on the future rural leader.

Even the small-holder's wife may be a better help meet for him by other means than heavy physical toil in the fields and the domestic and social spheres are those in which the mother of the future rural leader can work best, though a sympathetic and intelligent interest in the work of the farm is a splendid asset to a wife; and under present conditions with greater opportunities for discussion of infancy, childhood, and other domestic, economic, and social matters in village institute, or, even wider realms, the farmer's wife is now beginning to take her rightful place; indeed, as we have shown, there would be a good case for special consideration of her education. "If you can better the homes of this country, all other questions which relate to social agricultural progress will rapidly resolve themselves".

We shall later see that there is as great need for

study of Biological Science in the town as in the country, and it is equally true that the future mothers need this training at least as much as the future agriculturist. Here it is enough to point out that the educator may find the nearest way to his aim by following up rightly the maternal influence (in the meantime helping to improve the general home conditions now existing); this necessitates careful consideration of what that influence has been; we are getting familiar with such expressions as "those first five years", and there is sound scientific reason for concluding that subsequent alteration of habits is difficult and in many ways impossible; many, if not most, of these early directional impressions of environment are very surely, if obscurely, derived from the maternal influence; and there is no doubt that Kidd was just in his estimate of the part to be played in future social growth by the influence of Woman.

But to proceed with our consideration of the present environment of the future rural leader. It is certain that the mother's influence is gradually being widened; it is also true that, himself the victim of many retrograde influences in the past, the father is now, by very force of circumstances, playing a different part in the environment of his son, than was the case in the farmer's boyhood. Paternal precepts and customary phrases, no doubt, may have changed but little; but paternal example cannot be as it was; for modern social movements, inventions, and other broadening influences cannot be removed; yet tradition dies hard, and there persists much dogmatic condemnation of "new-fangled" notions. Still, no amount of this railing will remove the obvious help given by such things

X. "Science of Power", especially in part dealing with the conditions of social progress.

Ref. also Nunn p.152 of "Education, its Data & First Principles" on need for "Woman Morality" in future social life.

Vide also later chapter in this book on "Home and Social Influences".

as wireless weather-reports, or by rapidity of motor-transport, or by the mutual benefits derived from sharing in Local Government or from membership of a Farmers' Union; though the farmer may still rage quite righteously against unjust economic or political disadvantages, climatic vagaries, losses through epidemic diseases, and other perennial troubles. However, the point is that the educator of the future rural leader must still take account of the fact that many of his pupils are imbued with the idea that townspeople spend their days exploiting the farmer.

Again, this pupil is usually already a prejudiced grumbler on labour matters; the rural exodus, economic difficulties, some educational deficiencies and modern amusements prevent the existence of a great mass of skilful and intelligent farm labourers who are encouraged to give of their best by any prospects of increased rewards or improved conditions; how far the farmer himself, or "things in general" can be held responsible for this does not concern us here; but the attitude of the pupil to those below him in the social scale, and to townsmen generally is not what could be desired; and by the time he reaches the secondary school, he has usually drunk deep from his father's fountain of prejudice on this score.

How far many of these less pleasant traits are due to a natural transference of irritation against forces of climate and stubborn soil, over which man has little control, to persons and circumstances upon which he can vent his feelings is not for us to determine here; but we may point out the possibility, if not probability, of this being the case. On the other hand, in perhaps fewer cases, quite opposite results have appeared; grim struggle and weary toil led Piers Plowman to a Christ-like patience very different from the abject stupefaction of the "Man with the Hoe", and Robert Burns to a passionate zeal for human freedom and kindness to all living creatures. Traditions of hospitality

and other recognition of common human interests (one finds them more permanent, if slightly less riotous, at Dingley Dell than at Lant Street, the Borough) are not by any means purely urban characteristics; the work of the educator is to develop these social traits wherever he can find them, and it is more particularly from such cases that the ideal type of future rural leader will be secured.

But for the present, the infrequency of many humanistic traits is what we have to note, together with the paradox of the whole problem, viz: that many rural homes are still dependent on their own resources and leisure for cultural leisure and literary, musical and other art influences, and that all lasting and sound development must be from within - outwards. We cannot thrust culture into the rural community; we must aid it to grow there, grafted on the native stock.

These are all perhaps rather obscure mental habitudes and we shall now proceed to examine the more obvious mental powers and content of the average farmer's son. Before doing so, the writer cannot help quoting from writers and speakers on agricultural matters, who are certainly not inimical to farmers, lest it may be thought that the above exposition is unfair, or disagreeable and misleading.

- (a) "Farmers will make no personal sacrifice for the good of the community at large".
- (b) "The farmer needs much greater education in matters apparently apart from his own occupation".
- (c) "The evil of an oligarchy (he is speaking of past rural life) arises far more from the decay it creates in the minds of the men who live under its control".
- (d) "The business of cultivators is carried on in accordance with a system extraordinarily wasteful, and often corrupt".

- (e) "Judging others by himself and by those who have tried to outwit him, the first question which the farmer asks the man who wishes to help him socially, economically or educationally is - "What are you making for yourself out of this?"
- (f) "In their demand for vocational training in Rural Secondary Schools, most farmers ignore or deride the wider educational needs of their own children and other pupils".
- (g) "I have often found that home conditions provide little opportunity for seclusion for study, and often none for recreation".
- (h) "Putting aside a substantial minority, they (farmers) have not been touched by the revival of agricultural education that has taken place during the last twenty years".
- (i) "The lack of skill and enterprise among the farmers of the country taken collectively".

Many other similar quotations could be found.

Similar charges are not confined to this country; e.g. (America) Wisconsin Research Bulletin No. 34 p. 23 "There is evasion of institutional responsibility by the farmer", and (Scandinavia) "Farmers' sons never seem to lose their want of tact". (Peter Stockman in Ibsen's "The Enemy of the People".) also (Germany) "There is a lack of business ability and political discernment in the agricultural population". (Kirchensteiner. "Education for Citizenship". p. 133).

On the other hand, two examples may suffice to show that there is some sign of a change; the headmaster of a Rural Secondary School tells me that after uphill work for nearly 16 years, he is at last beginning to get some response

(e) A Farmers' Union leader.

(f) A speaker at an Educational Conference (a master at a Rural bias School.)

(g) Headmaster of a Rural Secondary School.

(h) & (i) Sir A.D. Hall.

from the parents of his pupils, and his aid, even in Agricultural affairs, is now being sought; and the present writer, after speaking for about an hour, at a County Farmers' Meeting, on "What the Secondary School should do for the Farmer's son", was agreeably astonished to find a sub-committee was at once appointed to meet him to consider the matter in detail and to report on it; the meetings of the sub-committee revealed a surprising readiness to approach the matter in a generous spirit, though, of course, the members were "selected" men, and nearly all ex-secondary pupils.

We will now take the very important question "Is there any justification for the commonly held idea that the rural child is of lower intelligence than the urban child?"

This matter was very thoroughly discussed in an article in the British Journal of Psychology (December 1921) by Thomson, who, combining the results of his tests in Northumberland with those which Miss Bickersteth had carried out in the dales of Yorkshire in 1917, came to the conclusion that there were two fairly distinct zones where ability was above the average, viz., close to the city, and far away from the city. His conclusions, however, were less reliable because they referred mainly to pupils selected by primary school teachers for county scholarships; still, Miss Bickersteth's investigation was not confined in this way, and yet her conclusions were similar. It may well be that Thomson is right in supposing that the country population in the districts tested is above the average, owing partly to virile ancestry and partly to the fact that the rural exodus to the towns has not yet reached the very remote spots.

The present writer, as far back as 1912, had tested in a very rough and tentative way, the performances of a small mixed group of children drawn in about equal numbers from

*the results have been further advanced by
valuable contributions from the ... and ...*

village, town and suburb, who had all been taught under similar conditions for several years. The results suggested that the dullest children were about equally divided between the town areas and the country, while suburban areas gave the best figures.

The whole business of investigating intelligence has been thoroughly organised since that time, and the present writer was enabled to carry out a more searching enquiry at the same school last year, using the Northumberland tests as a medium.

The number of children tested (88) is of course much too small to do more than suggest differences in the three groups, but it is not easy to find another school attended by children who can be so conveniently divided. (The school in question is a large elementary school serving a town area, a large and scattered suburban area and two villages lying about two miles away).

The following tables show the results:-

(1) Percentages of children having I.Q. of 110 or more:-

Suburban	...	...	50
Rural	...	...	28
Town	...	...	39

(2) Percentages of children having I.Q. under 100:-

Suburban	...	...	37
Rural	...	...	43
Town	...	...	35

The suggestion is, then, that average rural children do show rather less intelligence than others, and this is what was indicated by the preliminary work carried out by Thomson in compiling the Northumberland tests.

X. There is room for an investigation covering a much wider field than this, but the opportunities are rather restricted.

In the Secondary School, comparisons between the rural pupil and the town pupil are rendered misleading owing to the presence of a larger proportion of selected town scholarship children; besides, the majority of tenant farmers send their sons to the local secondary school, regardless of either their ability to profit or the organisation of the school to suit their needs.

It is almost a foregone conclusion then, that comparative intelligence or performance tests would reveal an apparently overwhelming superiority of the town secondary pupil over his country school mate. On the other hand, there are a few rural secondary schools where the pupils hold their own fairly well in comparison with town schools in school certificate examinations, especially where the examining bodies have been persuaded to allow alternative science papers; true, these are probably "selected" rural pupils, for it is a melancholy fact that even in "rural-bias" schools, far too many pupils leave before completing the full course, and probably the brighter ones, coming, too, from more enlightened homes, remain longer.

Before leaving this consideration of testing intelligence, general ability, or whatever we term the something which the tests do investigate, one cannot help pointing out that it is not safe to neglect other factors of personality for which at present we have no satisfactory criteria.

X. Recent investigations by Dr. E.O. Lewis confirms the above results. The figures given by Lewis (Lecture to British Psychological Society - Education Section, Oct. 7th. 1925) are:-

Incidence of Mental Deficiency per 1000 School
Population

Urban areas. 26.90.

Rural areas. 39.70.

c.f. also Marsden's Article in "Forum of Education" June 1929, where one of the conclusions reached after investigating remote rural school children is that these "differ very much among themselves".

It is a commonplace that steady plodding will eventually accomplish more than brilliant inconsistency; and Stead (British Journal of Psychology - January, 1926) has actually differentiated between two types, viz., those who "test" highly and perform poorly, and those who do both well; he has suggested plausibly that another factor is at work here "a general factor operative in character traits in young children - such a factor develops and becomes increasingly important as the subjects grow older".

It is not, of course, claimed that this factor, compensating, to some extent, a lack of high intelligence, exists in all rural pupils who appear to be dull, but it, or something like it, certainly does exist in many cases; and it is of undoubted value in the peculiar life-work to which many rural pupils will be called.

All this has an interesting connection with the Bergsonian point of view shown by Wheeler in "Bergson and Education", "Intellectualism leads to the position that man lives to think; whereas the truth is that he thinks to live. It has been revealed by experimenters that these are sub-conscious drives of importance in deciding matters of conduct".

One of the most puzzling results of the writer's enquiries at practically all the secondary school in England where any attempt is made to provide specially for the farmers' sons (and daughters) is the difference in the opinions of the staffs upon the general abilities of rural as compared with town pupils, and upon the way in which these two groups enter into general school activities and post-school social organisations.

Some masters (and these not the least experienced) stoutly affirm that there is no evident difference, while others find in rural pupils a definite amount of "slowness in uptake"; most of the last-named masters, however, affirm that this is compensated by superior steadiness and retentive power.

At one school where intelligence testing is systematically carried out, it is stated that about 33% of the rural pupils have a distinctly low intelligence quotient.

At one co-education school it was definitely affirmed (presumably without actual testing) that while rural boys show less intelligence, the girls compare very favourably with town pupils.

In the writer's own school, about one third of the 130 pupils are connected with the land; only six of these rural pupils are in Forms V and VI., i.e. 6 out of thirty. On the other hand, two are perhaps the most promising boys in the school, one first, the other third in form, a year below the average age of the form. Here, no special provision of any kind is made for rural pupils.

From these rather contradictory and confusing materials, what can we draw? Not much with certainty; the evidence, if anything, is rather on the side of those who place the average rural pupil a little lower than the average town boy.

Dr. E.O. Lewis, who has been investigating the incidence of mental deficiency in rural areas, remarks, in a letter to the present writer, "The stock in different rural districts varied considerably. In some small country towns and districts I thought there was a virile, intelligent and progressive stock; and often not many miles away I would come across a decadent group".

And, regarding development of apperception, Winch has found that in apperception of relative quality, and so on, definite beginnings of this power are to be noticed; depending, however, upon general circle of interest, rather than upon other factors. The influence of environment upon personality is here strongly evident, and is of great importance in consideration of all pupils, more particularly those under present notice.

But before proclaiming the inability of the rural secondary school to make brick without straw, or to help in the

current work of rural reconstruction by preparing future leaders or improved rank and file, let us note three very important facts; first, it is admitted by all that there are some very superior rural pupils; second, that where staff, curriculum and other conditions are suitable, more successful educative work is being done than where these are not found; and third, that even if every rural pupil were definitely below standard, it is still from these that our future farmers and rural leaders will probably be drawn, since it does not seem likely that a sudden revolution will alter our land system, whereby at present at least one son of a farmer takes up his father's work; and therefore it is the imperative duty of the rural secondary school to make the most of the material to hand, poor though some of it may be in comparison with what we should wish. And, though we are particularly stressing the educational needs of subordinate leaders, and rank and file as well.

Perhaps some future social and economic development may secure a renewal of country life and leadership by a return of more intelligent, able and alert men to the land; in that case, the present problem would be modified, though much of what we have laid down, and are to consider in the curriculum and staffing of the rural secondary school would still stand; perhaps the results of improved rural secondary education may be of

X.1. greater direct benefit to our colonies than to our homeland, by providing them with good citizens and scientific agriculturists as well; perhaps a more thorough survey will reveal that our rural secondary pupils are not so much lacking in native ability as retarded and handicapped by circumstances; "there is an experienced opinion that the country child, while not so alert... often has a compensating perseverance", remark Ashby and Byles in "Rural Education"; at some not distant time we may be able

X.1. Pamphlets on Training for Overseas.
Educ. Section, British Association.

to assess with fair accuracy this perseverance; in any case, it is necessary that the educator in the rural secondary school should follow the advice given to parents by a famous teacher who set out centuries ago to prepare pupils for a special vocation by giving them an all-round education first, and should "conceive the best possible hopes for his pupils".

"The difficult problem for the educator is to determine, in the case of the particular educand here, and now presented to him, what is the highest attainment possible under the most favourable conditions, what is the best that this individual human self can realise".

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X.1. Quintillian. Inst. Or.

X.2. Adams, E. of Ed. Theory. p. 300.

RURAL SCHOLASTIC INSTITUTIONS.

"The theory of state and of society held by a people determines the character of its educational Institutions".

Sandiford.

"You'll say, the old system's not so obsolete".

Browning, "Bishop Blougram's Apology".

In considering the means for securing the effects at which we aim upon the material available, we take first the various educational institutions connected with rural life and work.

We are still a long way from the democratic ideal of the common primary school; even in the U.S.A. some parents still prefer a "select" private school, though in ordinary middle-class circles the ideal is more nearly reached.

The reason for this is given by some as being a haughty or snobbish attitude on the part of the so-called "upper" class, aided by undue financial advantages; perhaps there is something in this, but one need not decry a genuine desire to preserve habits of cultured speech and manners which sometimes prevents habits of cultured speech and manners which sometimes prevents even democratically inclined parents from sending their children to common primary schools. This condition of affairs is not quite the same in the country as in the town, for though it may be that a greater proportion of rural middle-class parents would prefer to segregate their children, the opportunities for doing so at early stages are

X. Vide "Comparative Education", ed. Sandiford. Dent. p.59.

not so numerous as in the towns.

In the opinion of the present writer, there is everything to be said for the future master and man mixing together in the primary school; if home conditions and care are of the best no corruption of manners need be greatly feared; and it is certain that during holidays in the harvest field, in the woods, on the village cricket ground, or in Winter on the ice, the youngsters will form companionships, with mutual benefits in many ways. It is all a matter of gradual development and uplifting of village society on humanistic principles in home and school life. It is good for the future farmer that he should realise more thoroughly than his predecessors that there are *res angustae domi* in many a labourer's cottage, *angustissimae*, in fact.

But in any case, the curriculum, whether of the higher class preparatory school, or of the village primary school, should be much the same, both being grounded on a right use of immediate environment as a means of securing wider and free development; in which respects the country has positive advantages over the town. The high teaching ability usually found in the "council" school, and the possibly more cultivated habits of speech and manner fostered by the "superior" preparatory school should be increasingly combined in both; indeed this is gradually being done.

X. Perhaps two points need more general recognition by those engaged in the latter type of school; first, the great value of systematic Nature Study both as an introduction to observational and logical Science work, and as a specially "humanistic" influence as well; second, the great benefit to be derived from manual training in which skill, purpose, and

X. The lack of really good Nature Study in Rural Schools in America is noted by the writer of a report of Research carried out under the auspices of the C.L.V. Education Courses.

artistic appreciation should be combined. Frequently, in the past, the former has been too "information-getting" in type or specimen gathering with insufficient observation practice; while the manual work has too often separated or ignored some of the three points mentioned. We shall refer more closely later on to the proper use of the school garden as a laboratory, though wholesale condemnation of the "prize-vegetable" attitude is not altogether justifiable either.

But in the present work we are chiefly concerned with the education of the farmer's son from about 11 up to about 16 years of age. There is now more general agreement even among farmers than there was only a few years ago that the future master of the farm, leaving a village primary school at the age of 14, even under most exceptional after conditions of home and other educational influences, is likely to be greatly handicapped, not only in his work as a scientific farmer, but equally in his position with regard to other professional, economic, and social affairs.

Many farmers, to whom I have put this, claim that if the primary schoolboy is afterwards sent to a Farm Institute, all these matters will be put right; but, after consulting the principal of every Farm Institute in England, I find that the unanimous reply is that such a boy, though of course receiving great benefit, cannot usually derive full possibilities from a course at one of these Institutions; and it is unfortunately true that the majority of farmers whose reactionary views on education allow them to send their sons only to the primary school and, even to that for the minimum time which law compels, are not usually those who send their sons to a Farm Institute afterwards. Here is an illuminating case; a farmer had two sons of very different ability; one was just as industrious and intelligent as the other was the reverse; the dull boy was actually sent to a secondary school for three years until he

was 14, though indeed he profited very little thereby; yet, the principal of the local Farm Institute two years later informed the writer that this farmer proposed sending the dull boy to the Institute "because he needed brightening up", whereas his brother, after attending a primary school up to the age of 14, was kept at home "because he was going to be the leading man on the farm in any case".

Perhaps an extreme instance, and one which is happily becoming less and less frequent, but it is an indication of the task which still lies before the rural educator.

There are, however, other more enlightened farmers who still persist in believing that the ordinary primary school education, supplemented by evening classes in Science and so on, provides the best preparation for his son; the case of a primary school boy who in this way became a pharmaceutical chemist of more than local repute occurs to the mind of the writer, and his own experience as an organiser of evening classes prevents him from denying the benefits of these, though day continuation classes are preferable; still, the average result of attendance at primary school and evening classes is not a really educated person; and here an endeavour is made to show that all the advantages gained therefrom, and very much more, can be obtained from a full secondary school course, wisely organised and carried out, without the drudgery of study after a day of toil.

Continuation courses of all kinds for the families of small-holders, of labourers or rural artisans, who are thus provided with an opportunity for surmounting the inevitable handicap to personal development which their worldly position enforces (a state of affairs unfortunately likely to continue for some time), or lectures and opportunities for social intercourse and development such as Dramatic Societies, and

X. 1. other Rural Community work, are all, of course, to be heartily supported. But this is really outside the present consideration. Something more than a primary school course followed by evening or day continuation work is needed for the life preparation of the pupil whom we are discussing.

A more difficult problem arises when we deal with the question of the Central School. Grave possibilities of a segregation of different social classes in two types of post-primary education have to be faced; I have found that many

X. 2. prominent Agricultural leaders are greatly in favour of the Central School with its shorter school life for the pupil and its more practical tendencies, with the omission of so-called "frills". Even in towns, these considerations are arising, though there is a less likelihood of a diminishing number of "secondary" school pupils of the existing type.

Still, there seem powerful reasons for insisting that while the Central School is very likely the best means of securing something like real Education for those whom circumstances of all kinds would otherwise keep to the old disadvantages of a primary education which ceases just when it might become effective, the older Secondary School with its longer and probably surer, more intimate relations between pupil and pupil, pupils and staff, pupils and school tradition and tone, can and should do more for the particular purpose we have in view.

It is admitted, nay, affirmed, that many faults exist

X.1. The reports of various activities of the existing Rural Community Councils, e.g. The Notts. R.C.C. show that splendid pioneer work is being done for the truly educational side of social life.

X.2. An M.P. for a rural constituency expressed very forcibly to the writer his opinion that nothing more than this would be needed in Rural Educational progress for 50 years.

in probably the majority of the secondary schools in our small market towns, where the pupils whom we are considering chiefly attend; many of these faults are provided against in the Central School; but it does not follow that the older Grammar Schools must in the future confine their efforts to town boys only; rather is it a call for their adjustment to circumstances.

A recent article in the Times Educational supplement (February 1928), advocates a movement towards persuading increased use of Country Grammar Schools by town pupils, to the great benefit of both school and pupil. In many ways, this confirms the main views here outlined, that many constituents of a liberal Education are more easily obtained in a rural environment.

The active participation in a healthy rural life has, of course, been a feature of the "New School" movement initiated by Dr. Reddie at Abbotsholme, and extended at Bedales and elsewhere. But this movement, valuable though it has been in the general trend of Educational thought, has only been concerned with the wealthier type of "public" school pupil. Still, to the present writer, whose home was within sight of Abbotsholme, and who has had many fruitful discussions with its founder, it was pleasing to see many of the sons of wealthy parents preparing themselves for leadership by actually soiling their hands with road-making, harvesting, pavilion building and other active forms of social service.

There is a certain healthy confusion and discussion about the post-primary part of our system of education at present; it is indeed the growing point of that system, and although the budding already shows more definite signs of growth in clearer form, the more exact development of this branch of education is going on at a time when, as we have seen, closer attention is being paid to the needs of our rural pupils.

Now, in towns it may prove to be comparatively easy to

provide a definite system of primary education followed by (a) academic, secondary education leading to professions and universities or (b) a more practical type of education at selective Central (or Modern) Schools, Junior Technical Schools, leading to more highly skilled trades, commerce, and so on, or (c) Central Schools of a lower grade, preparing for less highly specialised manual and other occupations. Yet even there, difficulties arise in the way of leaving examinations, selection of pupils for each type of school, transference of pupils in both directions where necessary from one type to another. Plainly, we must wait here for definite evolution. But in rural districts, even with transport provided, and in smaller market towns, such a complex series of schools seems to be out of the question. We may all hope for an extension of the "rural Industry" plans of reformers, i.e. not merely the revival of such work as basket-making and so on, but a transference of actual factories to the country, aided by a great development of electric power, and accompanied by an increased population; but it will be some time before this can be accomplished, and even then, in the "truly-rural" places the problem will remain.

The suggestion made here is, that as many of the Central School benefits as possible should be obtained by the setting up of district Central or Senior Standard Schools for all older pupils in a fairly wide district, like the successful consolidated Schools in some places in America.

X.

X. e.g. "98% of Consolidated School pupils proceeded to High Schools; only 33% of non-Consolidated School pupils did so".

Rural School leaflet 1922. Bureau of Educ. Washington.

In ALABAMA, the experiment has been tried of running a Consolidated School of very comprehensive type, consisting of Primary, Junior High School & Senior High School in one Institution with pupils from 6 - 18 years of age.

(Reported in C.L.V. Education Research.)

At the same time, the old market-town Grammar Schools, while retaining their full secondary status, should be reorganised on the lines of the selective Central or Modern School proposed in the Hadow report.

Easy transference from the Senior Standard School to the higher type must be provided, in order to allow for really promising brains, though if possible, transference should take place directly from the lower primary school to the secondary school at about 11.

In rural and market-town areas, there is plainly insufficient scope for the complete series of schools - Primary, Non-Selective Central, Selective Central, and "Modern" and "Grammar" - outlined in the Report, (and probably an indication of our future system;)

Diagram 1.

Possible in a large town.

moreover, the authorities in such districts are not likely for some time to change their opposition to increased educational expenditure; and there is, in this case, considerable ground for their opposition.

On the other hand, the series - Primary, District Senior Standard, and combined Modern - Grammar - Selective Central - is quite feasible.

Diagram 2.

Suggested plan

for small market-town in country area.

Combining modern Grammar & Selective Central features.

In many cases very little further provision in the way of building would be required, though equipment and staffing are generally inadequate or unsuitable. A wider adoption of co-education would be of considerable help in this direction, and is actually coming about, though it may be necessary to state that true co-education means much more than merely combining, say, a mathematics form for boys with a corresponding one for girls, thus having one mathematics specialist instead of two.

If the scheme outlined above be adopted, difficulties may arise over Curriculum and Examinations. An attempt is made to solve these in a later section, but here it may be suggested that probably the really brainy rural boy, who is not taking up country life would do better for the last years of his secondary school life at a larger Grammar or Public School, from which even a larger proportion of pupils, will, it is hoped, proceed to Universities than in the past.

It is admitted that there are disadvantages in breaking the continuity of school life and companionship, but these may be exaggerated, especially if the tone of the second school is all right. The present writer was transferred from Form VI of a small Grammar School to Form VI in a much larger Secondary School within train distance, towards the conclusion of his school life; an ever-increasing realisation of the benefit of this makes him sceptical as to the alleged disadvantages; but this is an isolated case, and in Lower Forms of the schools concerned might not have been so effective.

We are thus driven to the conclusion that in most cases the existing Grammar School in the Market Town, re-organised, better equipped and staffed is the institution for our purpose.

All the advantages of corporate life, humanistic influence, scientific and practical aims can here be obtained.

The very important questions of staffing, curriculum, examinations, are considered in detail later.

As the existing improvement in rural life, social habits and customs becomes wider and deeper, and as the true purpose of a leaving Certificate Examination is better realised by examining bodies, by ambitious, prestige-seeking headmasters, and by a new generation of parents who are not obsessed by the

X.1. outworn ideal of knowledge-worship which generations, if not centuries, of educationists have upheld, it should be possible to evolve a curriculum which will adequately meet the needs both of those who are to become leaders in rural life, and of those who proceed to other occupations. In the past, the latter have been rather favoured; in order to redress the balance ultimately, and above all, to secure the present goodwill and co-operation of rural parents who are slowly realising what education means, the writer would prefer, if anything, a leaning rather towards the claims of the former; given the right men to carry the work through, there is no risk of sacrificing educational claims to purely utilitarian or

X.2. vocational purposes. On the contrary, both sides of preparation for life will be improved.

From enquiries into the cases of schools where definite vocational work has been undertaken, it is quite clear that in the long run, success has been scanty; the large public school with its agricultural "side", and the smaller Grammar School with its agricultural "bias" have not accomplished what was

X.1. "Why do I spend more than I can really afford on sending my boys to a minor public school?" remarked an official of the Board of Education to the Writer; "when I have three high-grade secondary schools within a few miles of my home. Because the three schools do little but cram their most intelligent pupils in a mad competition for the greatest number of School Certificates".

X.2. Ref. Adams. P. 225 Evolution of Ed. Th. "There are cases in which the vocational can be made practically all cultural".

needed. Both are founded upon too narrow a conception of education, and that is of life.

But there are several instances of very successful work (usually due to some peculiar enthusiast) where Education comes first; where the environment is wisely used; where purely vocational agriculture is not attempted, and yet where farmer parents are becoming alive to possibilities, and where even Examination results compare well with other schools, and pupils go on with success to other than rural occupations.

The extension of this pioneer work as rapidly as possible is of the utmost importance if we are to make our countryside what it should be; nor must we forget that the necessary limitation in numbers of this type of school may be a positive advantage, in that men of the right type may be brought into a closer intimacy with boys than is possible in a very large school; an intimacy, moreover, which is more likely to continue after the pupil's school life ends.

We pass on to a brief consideration of the work of Farm Institutes and Agricultural Colleges; both of these Institutions are, like the Primary School, only partially concerned with the present thesis, but cannot be neglected.

Provided the secondary school as above outlined, and with the staffing and curriculum to be discussed later, has done its work thoroughly, in most cases the Farm Institute provides quite sufficient post-school vocational training for the average large or small tenant farmer. Some Farm Institutes (there were fifteen in England and Wales in August 1926) actually stress the importance of continuing the corporate spirit of the secondary school, and provide considerable opportunity for further culture as well as the more vocational aims; those in authority at such will perhaps forgive the writer's insistence that more attention should be given to this part of educational activity than is usual; after all, the young people attending those places are still somewhat plastic in

personality, and there is danger in over-stressing vocation and allowing the growth of other factors fostered by the ideal secondary school, to become stunted or even stopped. Every educator knows the difficulties surrounding the education of the adolescent, and the great attention given to them to-day, but these must not be allowed to obscure the equally delicate problem of the young adult. The provision of really good literature in the Library, Community Drama and Music, papers and debates on past and especially present social problems at home and abroad, and on great men of all types and ages, in addition to those on purely agricultural matters are definite suggestions for the consideration of those in authority at the less progressive Institutions, while longer courses, or better still, more "refresher" courses would be an improvement.

In special cases, there may be some scope for supervised "home project" work as carried on in some places in the United States, where the Instructor goes to see each member of his class at work on some definite project at home at frequent intervals; but even with occasional full meetings of such a class, there is the loss of corporate spirit to set off against such advantages as personal endeavour and self-reliance which the plan undoubtedly fosters; there is, too a loss of observation of various other farm activities, though, doubtless, the general family interest in the son's work is enhanced; and periodic circular tours and class meetings to discuss other students' work are possible.

I noted with interest the significant fact that although the great Folk High Schools in Denmark study purely vocational problems little, if at all, there is an increasing tendency for the definitely vocational agricultural school there
X. to include more cultural studies and activities. It is true,

X. e.g. at the famous Kaerhave Landbrugskole.

however, that many of the students at such places have had the benefit of an education similar to that provided by the English Central school, though their experience of farm life and work is much wider than that of the average English Farm Institute student.

The Farm Institutes as regional centres for experiment, interpretation, and advice are fulfilling their purpose well, and their instructional activities are rendered the easier by the fact that practically all students have reached the stage of self-directed attention to learning which can usually only be attained in the upper forms of the secondary school, and which many rural pupils in the past have never reached during school life. But in the writer's experience, not a single vocational or humanistic failure can be recorded among pupils who have reached this stage; the stage where, under eagerly sought guidance, the pupil takes himself in hand for his preparation for life work.

The Higher Agricultural College, though undoubtedly the best place for vocational training for the estate manager, for the landowner who is going to take a personal interest in his estate, for the specialist in any branch of Agricultural science, for the future director of a very large industrialised farm, and to some extent, for the future rural secondary school master, can hardly be termed the best place for the future average tenant farmer.

Our Agricultural Colleges are quite properly assuming more and more of the University College status, and though the education work with which we are specially concerned should enable the right students to get more benefit from the agricultural College course than they otherwise would, it is out of the question, at any rate for many years to expect many future tenants of even large farms to be students at these; and apart from their experimental and research work, and training of agricultural scientists, they may be expected to turn out

men who will become national leaders in agriculture rather than the local leader with whom we are concerned.

All we would like to point out with all deference to those in authority in both these types of special institutions is that where they are teaching their students how to get more out of their land, more out of their livestock, more serviceable use of their machinery, better service out of their employees, and more truly economic prices for their produce, they must not forget to continue training them as "men and citizens".

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X. Since writing this passage, my attention has been drawn to a characteristic American Rural Society poster:-

An Unpardonable Sin.

To educate your children in a town -

To live in it -

To make a living off of it -

and out of it -

To get everything you possibly can

out of it -

And put absolutely nothing into it!

THE CURRICULUM OF THE RURAL SECONDARY SCHOOL.

"The Educator must be always on the look out for means by which he may aid the individual to develop in the most suitable way".

Sir John Adams.

"We'll make an instrument of this; omit Nothing may give us aid".

The Winter's Tale, Act IV. sc. 4.

Having come to the conclusion that a modified market-town Grammar School, or newer County Secondary School or Modern School is the Institution best suited to our purpose, we pass to two very important considerations. What are the ideal curriculum and equipment for such a School? and ... What staffing is required?

The first of these questions is now to be taken.

The usual curriculum of the Secondary School has been a matter of gradual evolution, with at times long pauses between steps forward. Though conservative tradition has often been rightly blamed for failure to respond to the call of clear-sighted reformers, improvement in method has been perhaps more often the demand until very recently than any great change of subjects. The working of conventional sanctions forms an interesting if at times aggravating study; imitation of some outstanding personality produces in others a habit of acting in a certain way and of getting others to do so, e.g. the study of the Classics following the Renaissance; but all the combined dead weight of habit and convention resist further innovations, beneficial or otherwise.

So, too, it has not always been a happy procedure for the parent or teacher, or even society as a whole, to impose on a younger generation everything which the leaders have found

useful and interesting.

But, the world being what it is, and men being what they are, it was inevitable that certain human activities should become represented even in the most formal school work, as distinct from home, local or national habit.

The expression of thought, its communication, common forms of calculation, with authoritative religious dogma were bound to find places in the curriculum of any institution where the young of each generation were taught and the exaggerated and pedantic extensions of these in various directions are familiar to all students of educational history.

But the development of a more scientific outlook on the part of those connected with our schools (itself in part a product of a long overdue modification of the curriculum), less respect for authority as such, and the increasing complexities of modern life have caused the evolution and modification of the curriculum to be considerably accelerated, though it is still true that improvement in methods, and attitude to children have occupied the minds of educational thinkers more than changes in subject matter.

During the period following the great Victorian secondary education enthusiasts, the introduction of various branches of Science, with later applications in the form of mechanics, etc., stands out as a great reform; more recently, a recognition (following largely the experience of pioneers in primary schools) that elementary Nature Study forms the best introduction to any serious observational and logical work in Science, has to be noted. At the same time, newer methods in Modern Foreign Language teaching, and a more intimately humanistic study of the Mother Tongue and its great literature, have really made new subjects of these sections, and the latter, at any rate, has caused the question of proportionate allowance of time to be raised in a rather acute form. This point has to be

dealt with later on, when the time-table is considered in detail.

It is interesting to note, too, that deliberate attempts to modify the curriculum by giving a special "bias" to the whole school life, or even by definite vocational training, have usually served to emphasise the difficulty of building any culture, or even bare knowledge of fact, upon any other foundation than that of a wide development of each human self.

The very terms "Grammar" School, "Latin" School, or "Real" Schule should be a warning in this respect. The deliberate choice of a "Mathematical" School at Rochester by Williamson (presumably to meet the demand for vocational work connected with shipping) and the subsequent pursuit of the usual secondary curriculum, furnishes another instance of the same kind. So, too, with the many old chantry, cathedral, and even charity schools, which have all been modified to meet the common ideas of what a school should be. Still, we have to remember that it is to definite attempts at vocational training of a fairly high kind that we owe many of our foundation elements of national secondary education.

The now generally accepted secondary school course, leading up to and largely regulated by the syllabuses of the various school certificate examinations, does, in fact, reflect to some extent (though, no doubt, many relaxations would be welcomed) the life activities and interests of the more intellectual classes of modern society. Various branches of mathematics and its applications, the grammar, literature, and use as a medium of expression of the Mother Tongue, and of one or two foreign languages, Elementary chemistry, Physics, or Botany, History (including some World or at least European History) Geography on a more scientific basis than before, with varying amounts of time given to Art, Music, Physical Training,

and Manual work, form the artificial environment deliberately used to modify the personality of the pupil. More and more, however, we repeat, thinkers are turning their attention to X. methods and the pupils themselves than to the actual subjects, though the healthy activities of some special associations (e.g. The English Association) are at least in part devoted to a consideration of the matter dealt with in each subject, so that a Geography, English, or even Music lesson in a well-staffed school of to-day resembles that of a decade or so ago in little more than name.

Indeed, as the secondary schools of our country are becoming more and more staffed by those who have more than special knowledge of their particular subject combined with a training in the technique of their vocation, we should gradually get beyond even this limited stand-point to a truer conception of school-education as a deliberate and definite unification of school life and its studies and activities as they affect the pupil; though this involves an all-round view which even the best specialist teacher is at times in danger of neglecting, and which is possibly of greater importance just now in the Rural Secondary School than elsewhere.

Quite apart from the question of preserving and extending the mass of knowledge gradually accumulated by human endeavour, (which is of course the work of the University and not of the Secondary School, though the latter supplies the former with its students) the above curriculum as a rough general guide for preparation for modern life may be accepted. But it is still too easy for the specialist teacher in his daily work to forget that the development of habitudes is a

X. e.g. Judd. "Psychology of High School Subjects" (Ginn) p.14.

"The kind of work which in the long run is best for the school is not determined by a consideration exclusively of the subject to be taught".

more important aim than the gathering of information, and that even if the specialist chooses to regard the various subjects as separate water-tight compartments, the mind of the pupil remains a unity, though his ideas of values may be distorted.

Here it is well to note that experimental evidence tends to show that the transfer of training from one activity to another is often very little, and really depends on the extent to which the activities overlap; and on what Thomson describes as "the integration of interests in ideals which must be built up in the accepted psychological manner",

X. Similar results are indicated in a report of experiments on the possibility of transferring skill from one occupation to another by Langton and Yates (Br. Journ. of Pysch. April 1928).

There is, however, still much spade work to be done among parents and the general public in order to replace some of the survivals of ideas on education which have resulted from two incorrect theories, namely formal training, and fact collecting.

There are still many who hold that "Education is all that remains when what has been taught at school has been forgotten"; and that "It matters little what is taught - the way in which it is taught is the great thing". And the epigrammatic form of these half-truths aids in the illusion.

So, too, we have the person who says, "Why waste any time in teaching anything except what the pupil will need to know in his work?" also the still paramount examination system which, despite undoubted improvement since the time when

X. Instinct, Intelligence and Character". (Unwin).

X.2. "getting up the notes" was all that was needed to pass in a Shakespeare paper, still permits such questions as "What events were connected with Rabbah?"

Public opinion varies between those who have been led (let us confess at once, by so-called educators) to think that one becomes educated by the very process of learning any facts whatsoever, and those who (again following some regarded as having authority) believe that ad hoc teaching is the only true method.

X.1. But, as Adams remarks, "The break-down of the doctrines of formal training does not drive us back upon Trade Schools, though it does emphasise the need for a specific bias in Education".

The need for a common aim, clearly conceived, and more than nominal co-operation between the members of the staff is thus emphasised; and it is here suggested that, without narrowing the pupils' outlook, an intimate connection of each subject with the immediate environment may form the chief means of co-ordination of all subjects in the Rural Secondary School.

X. There is a splendid summary of subjects a young leader should study in Kingsley's description of Chiron's School in the "Argonauts":- "A lonely cave at the foot of a mighty cliff around the cave's mouth grew all fair

X.2. On the other hand, something must be allowed to the Herbartians who advocate the claims of knowledge per se as a means of securing wider interest for the whole soul. There is the corollary that provided we decide to teach the child a foreign language, we may use his knowledge of the new word-symbols to widen his interests and at the same time, render him more familiar with the foreign language if we introduce at early stages plenty of nursery rhyme, folk-lore songs, and stories connected with the history, geography, and life of the people in that foreign land. The reciprocal inter-play of knowledge and interest provides a great relief to the drudgery of gaining the former by itself.

X.1. Ev. of Ed. Theory, p.215.

X. p. 91 - 93. (Ward Lock. 1900 E'dn).

flowers and herbs ranged in order from the cave came the sound of a man's voice singing to the harp..... He sang of the birth of Time, and of the heavens and the dancing stars; and of the ocean, and the ether, and the fire, and the shaping of the wondrous earth of the treasures of the hills of the mine, the veins of metal, the virtues of healing herbs, and of the speech of birds He sang of health, strength and manhood, and a valiant heart; of music,..... of travel and wars; of peace and plenty and of equal justice in the land".

We now pass to a brief consideration of each subject in the curriculum, in order to decide as to its use, scope and value for our special purpose.

Mathematics.

It is not a difficult matter to combine an ideal of exact perception and statement of abstract relations, and accurate calculation with more specific aims in the Rural Secondary School. We may have the specialist who would teach Pure Mathematics only, and leave the pupil later on to apply the general truths he has rather blindly learned as best he can; and to make his own use of the habits of accuracy which he has formed; more than this he will probably be unable to do; for there is possibly no subject which can lead to dull and mechanical habits more than Mathematics taught in a disconnected and aloof way, wonderful though the Examination results may be.

But such a method involves lengthy and uninspiring work, and there is no time to spare, at any rate in the Rural Secondary School, for this. Mensuration and even surveying and similar practical work should at least accompany, if not precede, the formulation of general principles of Mathematics, or the setting up of formulae in Algebra, Trigonometry, etc. And it seems best that Algebra should be made use of solely as

a much-needed aid to calculation and manipulation. The school we have in mind is most certainly not the place for coaching a brilliant student for an open mathematical scholarship, or university exhibition; if a likely pupil for this work is found, and if his circumstances permit, he should be transferred to another school, though it is still true that even such a student up to the age of at least 15 might receive more benefit from the practical all-round curriculum here indicated than from an almost isolated abstract study of numerical or spatial relationships. In particular, there are innumerable opportunities for co-operation between the teachers of Mathematics and those of Science, Meteorology, and Geography.

The present writer cannot formulate any other aims for the Mathematics teacher in a Rural Secondary School, than those which involve the ideals of accurate calculation, statement of abstract relationship, and exact application of mathematical operations to the work of other subjects in their relation to the life of the pupil; for the present purpose, Mathematics has to be regarded as a mighty aid to other things, not as something communing apart and occasionally emerging to assist

X. in the work of life.

In some pioneer rural secondary schools which have been investigated, definite lessons on formal book-keeping are given, and this is recommended by the Board's pamphlet on Curricula of Ruralised Secondary Schools, 1914. It is true that most farming and other rural people of some standing require a knowledge of, and practice in, this work, perhaps more than other classes of the community, but there seems to the writer no reason why the general principles underlying the keeping of accounts should not be evolved from Arithmetic lessons connected with transactions in outdoor and indoor school experimental work, Savings associations and so on. The

X. See note on page

ideal rural secondary school with its bee-keeping, its little experimental plots of land, and so forth, may well provide better opportunities for such work than an urban school can; and a rural teacher worthy the name can find scores of farm and estate jobs which link up mathematical work with costing accounts and sales of all kinds; the weight of an inch of rain, the amount of seed for a cornfield, the limit at which application of artificial manures ceases to be profitable, transport costs, and similar instances occur to anyone with knowledge of the conditions. Even the fluctuation of world crops and consequent world prices may be used.

Formal Book-keeping, like formal agriculture, seems a matter for the Farm Institute rather than for the Rural Secondary school, the more so as its relation to life-work is then realised and consequent interest is greater; and our ideal pupil will proceed to such an institution after his secondary school career is over.

The writer's experience as an Evening School Instructor in a "Dockyard" town, convinces him that attendance at these Institutions is of far greater value to pupils of 18 and upwards, than to youths of 14 - 16 or so. Specific work and cultural work connected with it, is more readily tackled at the later stages of adolescence, when the young adult realises more fully his life responsibility.

It is surely more important than general interest in problems of economics and commerce should be aroused by definite provision in History and Geography lessons for emphasis on these matters; and this interest should be aided by Arithmetical work on Company Dividends, National Taxation and Expenditure, Insurance and Freightage. The task of the Book-keeping Instructor at the purely vocational Institution is thereby rendered much easier, and more beneficial to his pupils. It is not so much a question of definite provision of text-books on Industrial History and Economic Geography as a deliberate and explanatory reference to

these matters in all suitable lessons; and both History, Geography, and Mathematics specialist, too, should make full use of reference books, government returns and statistics of rural life in these lessons. No course of History is complete without some study of the development of National and Local Government and their relation to co-operative effort and expenditure. The pupils in the Rural School, with their rather meagre facilities for participation in school societies, need all the more opportunity in school hours for debates introducing these topics; and in Upper Forms, formal essay writing on such matters should be arranged by the English Master. The practice introduced at Knaresborough Rural Secondary School, of diary writing in school hours with frequent reference to current economic and statistical matters, is worthy of imitation in any school.

We have thus passed from Mathematics to History, Geography, and English through the connecting link of Economics and Commerce in every day life; this is as it should be; as we saw in an earlier chapter, the future rural leader needs provision for experience and information closely allied to life in these matters even more than his urban cousin. While it is possibly true that the Mathematics specialist could make out a good case for much abstract study with a view to higher work by such pupils as may be fitted by ability and circumstance to proceed to a profound study of this most exact of sciences; it is becoming more and more necessary to stress the point that the ordinary secondary school, especially in rural areas, has suffered many things from the assumption that every pupil must be prepared for a University career. The Mathematics of the pupil with whom this thesis is principally concerned should therefore, we repeat, be regarded as a means to aid accurate penetration and description of the manifold phenomena and relations of life; and without denying for a moment the obligation to provide for any wide individual development towards which a pupil is specially drawn, we must consider whether the admittedly large

proportion of time required for higher mathematics can well be spared in the Rural Secondary School, with its necessarily limited staffing facilities. It is the opinion of the writer that the present standard of the ordinary School Certificate provides sufficiently wide scope for practice in the use of Mathematics as a means referred to above. The task of the school we are considering is to prepare a man, a rural leader of culture and power in his circle; it is doubtful whether we can accomplish this task in addition to making him a Mathematician; and it is not certain that such a consummation, even if possible, is greatly to be desired.

In his review of Professor Dover Wilson's "School of England" - (Sidgwick & Jackson) in the "Forum" Nov. 1928. Professor Cavenagh notes that several contributors to that book deplore the recent increased tendency to specialisation.

On the other hand, modern mechanisation of many matters connected with both life and livelihood, and the interpenetration of Mathematics and Science make it essential that for anything like complete living in his sphere the future rural leader shall have more than a superficial training in applied Mathematics, applied, that is, to all forms of mechanical power, to Chemistry and Physics, to surveying and costing, and accounts of all kinds, as well as to local and national, financial and government matters. Some supervised practice in the application of principles to social and private business affairs in rural circles is needed to raise these to the pitch at which we aim.

X. We have also to remember that there will in the future be an increased demand for skilled rural mechanical engineers, to replace the much-regretted rural craftsman whom modern invention has inevitably almost annihilated.

X. e.g. "Since 1882, the number of smiths in Kent has been halved."

Leaflet No.33 Nat. Council. of Soc. Service.

But these increased demands for applied mathematics in the curriculum themselves show the necessity for some upward limit, and it is urged that the limit above noted is sufficiently high for the purpose.

At the end of this section a suggested time table is given showing the amounts of time allocated to each subject; it has to be borne in mind that circumstances make variation in subject-times inevitable, also that mere names do not always indicate the inner nature of lessons; but it is interesting to

X.1. compare the times given to Mathematics (expressed for convenience as percentages of total school time) in the cases noted:-

X.2. Welshpool County School, with rural bias experiment

Time devoted to Maths in Form V.... 20%

Suggested by Hope and Norwood in Compar.Educ.(Dent)
(For Modern English Secondary Sandiford
School) 15%

Suggested by the writer 14%

X.3. Average of 26 Rur.Sec. Schools investigated
by the Writer (1927 - 28)..... 20%

At Oberreal-Schulen (vide Sandiford)
in 1915? 14%

At Realgynasien do do 13%

X.4. At French Lycees (vide Plan d'Etudes..... 17%
Hachette 1912) p. xxxi

At Danish Secondary Real Schule 16%

It is put forward that from these figures we may say

X.1. It must be understood that in many cases these figures are approximations; for example, it is not easy to decide whether to include applied Mechanics under Mathematics or Science; Meteorology under Science or Geography, & so on.

X.2. Vide Pamphlet Welsh Educ. Dept. of Board of Education 1920.

X.3. As far as possible these were selected as being ordinary Country or Small Market-town Grammar Schools; Schools doing definite Rural Science Pioneer work were purposely omitted, as the research was directed towards ascertaining what the ordinary secondary school of this type offered; and figures for schools like Welshpool were available already.

X.4. For students taking Science and Mod. Lang. course.

that probably too much time is being given on the average to Mathematics in the schools investigated.

Geography.

We have already noted some of the matter to be included in this subject; but the study of production and world commerce must be founded on a groundwork of study of climate, geology, and meteorology which brings us into close relationship with the work of the Chemistry, Physics and Biology master as well.

The rural pupil has in most cases an advantage over the urban boy in that his early life experiences and environment have given him opportunities for the formation of a suitable mental background into which newer experiences may more easily be fitted in the approved apperceptive manner; the marlpit, the work of rain and frost, the sights and sounds of successive seasons, the fall of the leaves and the scattering of seeds should all have been used by the primary teacher in such a way as to render subsequent mental operations easier and more truly educative. By practical and outdoor methods and the use of local interest, and by linking up with Mathematics, History, Science, and even Literature, the Geography master has to add the superstructure to this early foundation. The student's geographical work will not be sufficiently wide without a gradual realisation of the existence of various stages of civilised humanity in the modern world; he must be led to see the gradual development of mankind, and must also recognise the common humanity (though perhaps at a different stage) of the white, yellow and black races on the earth.

X. With the aid of History and Literature he will thus be supplied with many data towards a wide philosophic view of

X. The use of this word to imply a patient hearing of inevitable evils is all very well (and is true enough if it means a complete recognition of all circumstances) but it may be so misleading as to induce in the rural person a stagnation or vegetation, and acquiescence with things as they are; a tendency to remain mentally as well as socially "in that state of life to which it has pleased God to call him". The present unsatisfactory conditions are to some extent due to the failure of all our higher rural educational influences to accomplish their true mission.

life and modern world political and moral and social problems which his future position requires, and which are so sadly lacking in many of our town and country folk to-day.

It is a matter for arrangement between the masters concerned to decide as to which should be responsible for preparation of weather and other charts, but in many cases it would be an undoubted help to the Science master, who has as a rule quite enough on his hands, if observational work of this kind were shared by the Geographical and Mathematical masters. On the other hand, the writer has frequently found that by care in choice of extracts for silent reading and precis work in English lessons, considerable help can be given to the Geography master by other colleagues, and the same is true of History.

A word of protest ought also to be made against the
X.1. practice of grouping Geography with such subjects as History, English, Scripture, etc., for examination purposes; it is true that for examination work in these, a fairly fluent style of answer writing is needed, but there is much to be said for the more modern way of treating Geography on more scientific than literary lines, though one must not forget the choice of Geography by the Herbartians as a possible centre of knowledge grouping.

In his suggested time-table, the writer has included
X.2. some definite economic study to be taken in the upper forms of the proposed school; there is no doubt about the special

X.1. But this not done in all cases.

X.2. The common criticisms of the average farmer's dealing methods are to some extent justified, and the gradual spread of co-operative buying and selling is to be commended; but it is hardly true in all cases to speak of farmers "being unable to see that they are really borrowing money and paying interest to their dealers when buying on credit at higher than cash prices". (Dampier Whetham "Politics and the Land" p.201). The writer has recently met many farmers acting in this way with a full knowledge of the nature of the transaction, but adverse financial circumstances have led many to continue, in the hope "of something turning up" to give relief. A decade or so ago, possibly the majority of farmers, however, were unable to appreciate the economic facts of the case.

utility of such a course, and there seems every reason to suppose that it can be made educative in the highest sense; while all Farm Institutes would be enabled to take up the work in greater technical detail if a beginning had been made in the secondary school; this entails a completion of ordinary world Geography as soon as possible in the course, and there should be the addition of a definitely economic paper to the School Certificate Examination. It must be remembered, however, that the continuation of the more scientific geographical work is thus thrown in the Higher forms on the Science Master's hands.

History.

Much of what has been said of the work of the Geographical lesson is true of the History in the Rural Secondary School; the gradual building up of general principles from a foundation of local, national, and world history is the aim put forward, and without denying the need for the future History specialist of intensive study of particular periods and critical use of originals, we must point out the possible neglect of other matters by the master whose history lessons are cramped by the necessity for rigid adherence to an examination syllabus. It is well, indeed, if the average rural pupil has sufficiently formulated any definite historical principles by the time he reaches the school certificate stage, and the exigencies of the time-table will not allow for intensive specialisation. It is suggested, therefore, that in the Rural Secondary School, following a general survey of local and national history, chief attention during the last year or so of school life should be given to a study of the History of English Rural life and work, based on observation and study of originals rather than on abstruse and dry text-books solely; also to the study of the

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X. No Secondary School History Course should be considered satisfactory without the study in higher forms of some such book as "An economic History of England" by Charlotte Waters (Oxford Press).

development of our industrial system, local Government, and home and colonial customs, with frequent reference to current world events accompanied by explanatory details of foreign affairs where needed; this is to be preferred to intensive study of a period for examination purposes; it is not intended that this should restrict the world view which all history must provide, but the plan is intended to secure a wide general survey, followed by a development of personality based upon intimate thought upon local and current affairs; such a return to study local matters is not a narrowing influence; the sermons are gravely on the local stones, but as a rule it is only after a wider outlook that they can be fully appreciated, though a superficial acquaintance may have been made with them before.

It is indeed surprising, as Findlay remarks in his Introduction to Sociology, to find such "common ignorance among Englishmen as to the historical growth of our centrally and locally governed system which gives scope for liberty". And it is true that the interest incentive required for obtaining knowledge and understanding of these points can be better derived from local stores of historical material than the extrinsic sources of examination or magisterial requirements. It is worthy of remark that many of our institutions bear the ancient rural mark of our ancestors far more than of our modern town dwellers, and that many attempts to bring about a better England for its people have originated among the country gentlemen like Cromwell and Hampden, or peasants like the followers of John Ball.

The "practical-minded" type of pupil, often in a majority at the rural school, who can only with difficulty be

X. In one of his poems Chesterton maintains that the true people of England have "never spoken as yet".

brought to study History by the text-book and lecture system, is more likely to be interested by the above method; this type of pupil, is, indeed, only beginning to be catered for in most school subjects, following the researches of psychologists into his previously misjudged mental make-up; even so, the pupil who has tastes for private reading of the historical novel, or even history text-book (not a bad form of reading for a boy) has a great advantage over the more practical student.

X.1. And, as Geddes and Branford show in "The Coming of Polity", one condition of the power of foresight is "a true and clear idea about the past".

To act in the living present, to ignore what has gone beyond recall, or what may never be, are good maxims enough up to a point, but as we have seen in other epigrams, they may be very incomplete.

The writer was amused at the complete change of attitude in a farmer of his acquaintance towards the Irish nation, after some facts of past History had been revealed to him.

All this serves, however, to remind us that there is something to be said (in most subjects) for a clear knowledge of definite and inter-related facts. It is when we come to the method of acquirement and organisation for future use that we see the fallacy of mere fact-worship.

It is to be feared that when we come to time allowances for the subjects of History and Geography, an admission must be made that it is difficult to give to either of them as much as one would like without endangering the inclusion of essential basis knowledge; and that for full development, the teacher has to rely largely upon general education and intelligent interest to carry both studies to a higher level after

school life is over; and there is some comfort in the fact that a wise use of leisure for reading, and a lively and discriminating interest in everyday life and business may perhaps allow more self development in these matters than in the more technical difficulties to be encountered in following up Scientific progress. Elsewhere reference is made to the need for any well-trained pupil to have taken himself in hand by the time his secondary school life is over.

Science.

Following a rather misconceived idea of what Buxley and Spencer advocated in their wish to introduce more science into Schools, we have still, far too many cases of Pure Chemistry and Physics courses, (governed by examination syllabuses) which fail to give either general rational methods of dealing with matter, or that attitude of exultation in man's penetration into the wonders of life and the universe which to the true student of science make that subject and its applications more entrancing and even humanistic than others. The writer recently read a set of essays on "Colour" by a Science form of 10 boys averaging 16 years of age, and was disappointed at finding that every boy (though no instructions had been given to this end) confined his work to a rather bald scientific explanation of the phenomenon of the spectrum; references to Art, Nature, Flowers, Dawn, or even dyes and clothes were all conspicuous by their absence.

Various attempts are now being made to reach this combination of Humanism and Science by dethroning Chemistry and Physics in favour of Biology, including Botany, some Entomology and Zoology, with requisite Chemistry and Physics; in so far as contact with environment and inducement to formulate

X. A clear exposition of the claims of Biology to a place in the sun of the curriculum was given by Prof. Julian Huxley in an address at Bath, June 8th, 1928., and printed by the British Social Hygiene Council.

- X.1. general principles and interests are concerned, this may be all to the good. The introduction of Chemistry and Physics into the curriculum in the latter part of the 19th Century has been followed by the usual application of the school's passion for system and syllabus, with the inevitable conservative tendencies following on comparative success in syllabus construction. Just as Ciceronianism was the exaggerated and deadened form of true Humanistic culture so Inorganic Chemistry, Static Electricity, and so forth, have tended to crystallise
- X.2. into beautifully neat but rather too compact and hard, finished forms of science work in school.

Past experience must put the Science master on his guard against making Botany, Zoology, or Entomology as detached and finally as uneducative as Chemistry and Physics were in the hands of some of his predecessors. Fortunately, the wide range of Biology is in itself a safeguard against this danger, though its scope also renders systematic procedure (plainly a necessity in scientific study) difficult to organise.

We are here, of course, face to face with the never-

- X.1. cf. Judd "Psychology of High School Subjects".
"Science should not consist in setting pupils to discover solutions, but to realise that there are problems".
- X.2. In his "Education; its Data and First Principles" Professor Nunn quotes the case of a girl student who confessed that she had never conceived Science as having to do with what happened outside the laboratory., Vide p. 208., and the writer once roused the ire of a rather old-fashioned Science colleague by remarking, "You start your pupils with various coloured liquids and substances in bottles, your calorimeters, barometers and what not; would not more of the boys reach a better understanding if a start were made with actual things of everyday life if these were then linked up with all the paraphernalia of the laboratory, and the resulting interest and knowledge extended to more complex things in the outside world afterwards?"

The whole position is similar to that we have noted in the case of the teacher of Mathematics as a series of facts isolated and divorced from life, and to that extent less easy of application to life matters afterwards.

failing dilemma of the really thoughtful specialist in any subject, viz., how to secure system and order in working which are undeniable advantages, and how to allow freedom of range within that system so as to avoid the cut and dried. (This last word is significant). So, too, there is danger lest a wide interest may become mere superficial butterfly dissipation of discursive interest, and there is a modicum of truth in the old idea that something which needs concentration and effort is more educational than what is merely enjoyable and interesting.

This difficulty is being encountered especially in the newer introductions in the Biology section, where some dependence on more formal Physics and Chemistry is inevitable. A fairly comprehensive scheme of Science work on Biology course held at Cambridge, 1927. The whole subject, it is suggested, should have five sections, three being compulsory, viz.,

X.1. Elementary Physics, Elementary Chemistry, (Study of water, air, osmosis, acids, bases, salts, quantitative analysis) and simple Geology; and four optional, viz., Botany, Zoology, Soil Chemistry, Outdoor experimental work on plots, and Agricultural Science. This plan certainly deserves the name "Natural Science" more than many schemes, and is what it claims to be called; the anomaly of some denominations is well illustrated by Marrable's description of his probable degree as one in

X.2. "Mechanical Stinks".

Eventually one may hope for this changed attitude to Science and its subject matter to spread to all secondary schools, for it is certainly much nearer to life interests of mankind than previous syllabuses have been, but the special advantages of environment and opportunity for correlation of indoor work with garden-laboratory and observational expeditions possessed by the Rural Secondary Schools make it clear that it is

X.1. The present writer would add "common metals".

X.2. Ian Hay. "A man's man".

to them that we must look for pioneer work. Further, this changed science study is a direct preparation for the pupil's career, without the disadvantages of premature vocational teaching; that is, if the Science master takes a sufficiently wide view of his work, and has adequate provision for practical work of the right kind. Farm-land is not really required, but a sufficient area of ground to be used as an out-door laboratory in close relation with the more formal indoor lessons must be provided.

The special circumstances of each school must decide as to whether the system of individual plots, or that of general plots should be adopted. Certainly, a general fruit plot, with its splendid opportunities for observation and experiment, as well as for more directly vocational work, is needed; a co-operative system whereby small plots are put in charge of an older pupil with the assistance of a junior has some good points, but where the work is definitely organised and graded with the aim of gradual evolution of principles, this may not be so beneficial and time-table difficulties arise. The practice of Beaminster School in recording experimental work in the School Magazine over the initials of those pupils responsible for the work is a useful custom. It is doubtful whether full benefit can be obtained by putting this work under the visiting expert who cannot secure that correlation and consultation with other school work without which less educational advantage can be obtained; and though local interest may be aroused by conference with local agriculturists, the practice (in existence at one school at least not long ago) of allowing such persons to control the organisation of the work is obviously to be condemned. On the other hand, the visit for enquiry and interest from local parents is to be encouraged, and this part of outdoor work is being developed by some pioneer schools. It is better for pupils to make really effectively supervised visits to

X. special farms than to attempt to run a school farm where the work is not really done by the boys, or where the work is certainly from an English point of view, too vocational. The connection between the 1000 acre farm of the Earl of Powis and the County School at Welshpool seems to be an example of the right kind of co-operation between school and farm. For the teaching of Nature Study on rather wide lines, the writer found that as far back as 1911 and 1912 there was very sympathetic interest shown by farmers in his own district, though the work then undertaken was of a very simple kind at a primary school, and was intended for all-round help in other school subjects rather than an attempt at "biased" education.

But pioneer work has still to be done in connection with activities in field and garden, especially to enable parents to grasp the aims of the science work; even now, far too many farmers are disappointed if they do not find exceptionally fine produce on all plots, failing to understand the object of the outdoor laboratory, and it is easy to spend valuable time over preparing show material to impress this type of critic. We still have too many "practical" men who despise what they (and they alone) regard as a poor attempt to show them how to do their own work better. But, as is shown elsewhere, this attitude is slowly changing, and with staffing of our rural schools by the persons described in this thesis, a better state of affairs should rapidly follow.

This change of attitude may be expected to spread to the whole curriculum, and thus the value of all that a secondary

X. This is also the view taken by Mr. R.B. Greig, after visiting Rural Schools in France, Sweden, and Belgium (B.of Educ. Pamphlet No.25). In the same pamphlet, Mr. Tate, Director of Education for Victoria, states that in the past many agricultural schools (even) are far too technical; the newer schools must be wider and more cultural.

Similar tendencies are now to be noted in U.S.A. where vocational training even in very early stages found many supporters. Thus Dr. Warren Wilson says, "I protest against the skill that is taught in schools with the sole object of a job and a salary". (At St. Louis 1923 Conference American Country Life Association).

education has to offer to our young rural people will be more appreciated. Though, as we hope to show, staffing is really the crux of the whole matter, this cannot be satisfactorily dealt with unless there is a sufficient body of definite public and parental opinion to create a demand; such is the history of all widespread educational reform.

Obviously the programme here outlined is going to tax the whole energy and resources of the Science in the schools considered, and the time allowance must be made to correspond. In the time-table tentatively put forward it will be seen that the percentage of school time recommended is as high as 22%, though this would include some time definitely given to study of the Literature of Science.

The following table (for remarks see p.12) gives comparative times from the sources notes:-

Welshpool County School, with Rural Science bias,

Time devoted to Science in Form V.....	28%
(For pupils taking Latin this is reduced to 11%)	
Suggested by Hope and Norwood (loc.cit.).....	15%
Suggested by the writer.....	22%
(This includes some literature of Science).	
Average of 26 rural schools investigated by writer (1927 - 28)	19%
Oberrealschulen (vide Sandiford loc.cit.).....	12%
Realgymnasien do. do.	9%
French Lycees (plan d'Etudes loc. cit).....	17%

When one remembers the often repeated saying that the Germans are taught to be better scientists than other nations, these figures are worthy of note.

If a curriculum could be adopted without modern language study other than the Mother Tongue, a possibility which has been strongly urged by some reformers, and which was for a time actually tried at Knaresborough, the Science master, along with the English, Manual Training and History masters, might well claim a great share in the new opportunities

thus rendered available. The point considered later in this section, we can only state once again that the use made of the time granted to the Science work depends very much on the life experience and interests of the master in charge, and it is hoped to show that a narrow Science specialist is by no means the man needed in this type of school.

The Mother Tongue.

We have already briefly hinted at the help given to such studies as Geography, Natural Science, and History, by Literature, but this is only an indirect aim, and every teacher is a teacher of and in English as the Board's suggestions continually remind us, presumably because the reminder is so frequently ignored.

If the omission of all foreign language from the curriculum of the rural secondary school were to be carried out, additional responsibility would be thrown upon the English master, for all literary studies, and their attendant humanistic benefits, all methods for securing correct correct expression of thought aided (to whatever extent it may be aided) by Grammar, would not be his alone. Probably, of all the staff, the English master in the Rural School has more previous prejudices and habits to overcome in his pupils, despite the fact that the best writers of nearly all ages have owed part at least of their inspiration to the very surroundings which might have affected the pupils in a very different way had they but been allowed to do so. There is no need to go to Peter Bell for examples of sheer indifference to the delights and lessons of Nature. Even with an extra allowance of time which might fall to his lot, the task of the English master will always be less easy until the home and social life and surroundings of the rural pupil have been to some extent touched by the educational revival which has not yet reached them.

Though the writer himself would at once acknowledge

his own experience of some splendid exceptions, the fact remains that the average rural home bookshelf and magazine or other periodical literature reveal a state of inferiority to similar points in the average middle-class urban home, and it is not clear that first-hand contact with nature and her ways has made up for this difference; without being too dogmatic it may be asserted that appreciation and understanding of nature and of all great literature go together; and it is also true that the rural middle-class pupil, to say nothing of his less favoured cottage neighbour, does not receive that heritage which every English child has a right to receive, as George Sampson so well shows in his "English for the English". On the other hand, we have also to take account of the pupil who has tastes the reverse of what is commonly known as literary, though in reality there are few to whom some literature of some kind does not carry an appeal; even Tom Tulliver grew to like some portions of the classics, and there is little doubt that Ian Hay's cricketing schoolboy Pip would have enjoyed Miss Mitford's account of the game in "Our Village" if he could have been induced to ignore the fact that a woman had written it. Naturally a wider life experience will tend to aid the master in his difficulties; the writer once found that a middle-aged farmer friend (who had travelled about England more than most farmers do) had been to a London performance of "The Taming of the Shrew", and to the surprise of the schoolmaster, the play was thoroughly and intelligently appreciated. It follows that mere inarticulateness does not necessarily imply lack of ideas, any more than garrulousness implies the abundance of them, but the fact remains for our present problem that earnest and careful work is demanded from the English specialist in our rural school, and a desire for specific aims in teaching must not be allowed to take from him a sufficient allowance of time for his work. Indeed, from

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the point of view of what has been called "specific education at long range", a good case might be made out for additional attention to English work as a whole in this particular school, for it is certain that improvement in it would go a long way towards an improvement in status and effectiveness of the class of person we are considering in national and local affairs; we are familiar with the lawyer, the business man, the urban social leader rising to posts of national importance, and it should cease to be an anomaly to think of a rural leader advancing in the same way. In Denmark we have this phenomenon already exhibited with excellent results.

It is true that a larger amount of time is needed for manual work and outdoor laboratory work than has usually been given, and there are welcome indications of an increased and more expert attention to physical training, quite as necessary in the rural school as elsewhere; but it is obvious that many of the desirable traits which we have earlier outlined will have less chance of adequate development if there is any neglect of English, either as training in adequate and correct expression of thought, or as possibly the greatest means of humanistic culture at the school's disposal, to say little of preparation for a wise, enjoyable and fruitful use of such leisure as may fall to the lot of the rural pupil in after life, and ability to participate fully in the social intercourse of a cultured society which is widely regarded as a mark of true education. Nobody with any experience of rural life would dream of claiming that satisfactory results on these lines have been obtained in the past, and the English specialist has a sufficiently difficult task as it is, without being burdened with heavier responsibilities and no extra time in which to shoulder them. There is no doubt something in the claim of the older type of education offered by the secondary

X. In his paper to the Educ. Section of the British Assoc. 1922, Mr. G. Pocock advocated the adoption of English as the basis of all Education.

school that full use has not yet been made of its proffered gifts by the rural parents for their sons, or by the sons when given the chance, but that does not prevent us from seeking not only to improve this indifferent attitude, but to try to find why such an appeal has failed, and to offer a culture and training not necessarily better (though it is claimed that in many ways it is better) but which will make the necessary appeal. Beyond doubt, the old ways have not fully succeeded, and it is time that something else was tried.

Of course, the main aims of the English lesson in the Rural school are not essentially different from those of the urban secondary schoolmaster, but at present the latter finds in more of his pupils an amount of literary tradition and home culture which the rural secondary English master cannot take for granted; the future master in this work may expect to receive greater contributory help from Village Dramatic Societies, Rural Community Courses, and increased use of Library facilities.

These important branches of rural social influences are dealt with in a later section.

In the case of Mathematics, Geography, and other subjects, we have advocated an illustrative use of environment in order to form general principles and interests; yet even if the pupil's appreciation of great literature dealing with rural life is easily attained, the objects of literature study will not be achieved by merely driving the pupil back on what is fairly familiar; though indeed there are degrees of familiarity. But great literature is all-embracing, and its study being a kind of glorified life-experience at second-hand, any limitation of outlook in this direction must be condemned. However, modern transport and other facilities are lessening the distance between town and country, and probably the future rural pupil will be led by the very experiences of life to quite as ready appreciation of such books as "Vanity Fair", "Little Dorrit", or even "Beauchamp's Career", as the present urban pupil can achieve with

"Silas Marner", or "Under the Greenwood Tree", the point is that a gradual extension of interest from the environment outwards must be secured, and this may best be done by careful choice of earlier work, with liberal opportunities for all kinds of interest in the Library. Probably the most satisfactory, or rather the least unsatisfactory parts of fixed Examination syllabuses from a rural secondary point of view are those dealing with English Literature.

But the power to select and deal adequately with literature for class study in rural schools, demands special qualifications and life experiences in the English master, just as we have noted in other work by his colleagues.

The use of environment in the other subjects is not quite parallel with the procedure in English Literature. Illustrative work drawn from the pupil's surroundings or experiment based thereon in order to aid the formation of general principles is not quite the same as the study of Literature dealing with fairly familiar scenes and types; habits of clear and accurate observation and thinking are not of quite the same psychological bearing as aesthetic appreciation of human characteristics and natural description; and the aims of the literature specialist may be actually defeated by attempts to generalise or to attempt specific expression of generalisation; there are important lessons and no little encouragement for the teacher of rather vague subjects like this in the recognition by psychology that the normal way of mental growth is from indefinite forms and outlines to clearer filling in of experience; and even allowing for the wonder of science already noted, the things of mathematics, and many of the details of science work as far as school is concerned tend of force to be rather materialistic; while the higher things of literature are essentially spiritual, and may be stifled or stunted by too much leaning towards logical formulation; the

writer has more than once noticed that boys pass through the stage of bare description in written work to a more completely human way of expressing emotional experiences in connection with all kinds of work, but that this later stage (probably a rhythmic return to an earlier fanciful period) needs practice; the adolescent is to some extent living again more intensely the wonder period of early childhood, but far too much of his experience breaks through language and escapes because of a habit of too literal and exact setting down of ideas; and it may well be that for some, this higher power of self-expression is never reached because just at the most critical time, either the end of school life comes, or because attention is directed too exclusively to more material things at the time.

On the other hand, for good or evil, the securing of correct and full expression of thought in spoken and written language, falls to the lot of the English master, and here, in choice of material for practice and illustration, and in the planning of self-expressive work, lies a great opportunity for the right type of man. A rural pupil's account of the working of a one-way plough is quite as useful an exercise in descriptive or expository expression as the urban boy's account of a motor fire-engine; and if, as we have seen, the rural boy is somewhat inarticulate, that is all the more reason for giving him a chance to join in class or school debates, or literary society symposium, or magazine articles on the cultivation of sugar-beet, or the use of motor-transport and machinery on a farm. "Scenes at a ploughing Match" was the title of a magazine article recently contributed to the writer's school magazine by a rather shy and outwardly dull boy, and the polishing-up process under what was really the teacher's supervision (though the boy was not allowed to see that this was really being done) resulted in a piece of work not without some vigour and life in description.

We pass rapidly over the question of formal Grammar

here as it is a matter of equal significance (or some would say, insignificance) in both rural and town schools. Every English master knows that Grammar may be dealt with with comparative ease as a means not only of aiding correct expression but of providing interesting word study, when French and Latin are also in the curriculum. If the English master is expected to deal with this work as fully when no foreign language is taken by the rural science pupils, then time must be allowed; how far convention would justly require a fairly complete technical knowledge of Grammar and its terms is a matter about which there is considerably difference of opinion at present; the writer's experience leads him to think that without restoring Grammar to its old pedestal decorated with special terms and exercises, it is still necessary or at any rate very helpful to have some attention paid to the general principles of sentence structure and word functioning; and some work on inflexions and concord should be taken so that all secondary pupils should at least formulate the main generalisations concerning these; thus far we may well agree that convention is right; for in secondary pupils there should be a preparedness to test and guide their own expression in the light of these principles, at earliest and latest stages perhaps less consciously; and such pupils will also be better equipped for that quite common task of any educated person, the understanding and appreciation of great work which may be somewhat recondite.

Dialect and traditional forms of expression involving laxity and confusion may well be definitely pilloried by the English master, but more justifiable forms may well be allowed to flourish if they can; indeed, the dialect forms found in everyday life and in some literature may lead to increased interest. There is every reason, for example, for correcting the North Midland confusion of "green" and "grain", or "say" and "see" (though in the mind of the speaker and his audience there is

really no confusion), or the West-country "Her says to I", and so on; but to enforce "grarse" for "grass" is altogether unreasonable; indeed, a kind of bi-lingualism is often found amongst educated people. Not long ago, the writer heard a University lecturer relate that after he and his wife had interviewed a landlady at a country seaside village in his native county (which he had only occasionally visited since his younger days) his wife wanted to know why he had "dropped into that peculiar way of speaking" when talking to the woman.

Certainly, if Burns had written all his poems in "educated" English, our loss would be inestimable; and in Dorset, I found a dialect play deliberately chosen for public performance by an Old Pupils' Association of a secondary school. Moreover, X. the study of ordinary and peculiar place-names, or the fascinating old names given to many fields on our farms, may aid in reaching that enlarged view of historical and social development which must form part of the make-up of any really educated person.

What is really required is a recognition by all concerned that though special emphasis has been laid in practically all pioneer "Rural bias" schools on Science work with vocational or at least environmental leanings, there is equal need for seeing to the humanistic culture and power of self-expression which language and literature study can best supply. This is not solely in the personal culture of the individual, nor entirely for the benefit of rural society as a whole, but for making it possible for the

X. Examples found amongst one form of boys recently were:- Pingle, Roundabout, Bull piece, Cock-stubbles, Mill Moor, Doglands, Pigeon-hay, Windybanks, Bearcroft, Potato field, and others; the explanation is not always so simple as one would think; thus, the last-named was a field which had been let long ago to villagers as a charitable act by the owner, so that each man had a strip of potato ground at a very nominal rent; no living inhabitant could remember this being in force, and none had heard more than their parents and grandparents had told them, but the old name remained, though the estate had changed hands, and the gift had been lost to the village.

individual in rural society to live a wider life; one part of this wider life should consist in the appreciation of at least national literature; the possibility of helping budding genius may be remembered, though not deliberately worked for; or, as the writer expressed it in 1914, when considering rural education as a whole, "we cannot produce a Robert Burns at will, but we can and should see to it that an audience is provided for such a man when he arises".

Coming to the more practical question of time allowance for English, we have these comparisons, following the same authorities as previously:-

Time devoted to study to the Mother Tongue	
At Welshpool County Rural-bias School	12%
(I for. lang.taken)	
Norwood and Hope Scheme (2 for.Lang.taken).....	9%
Suggested by present writer (1 For.Lang.taken and 2 Lit. of Science inc.)	17%
or (excluding the Lit. of Science).....	
Actual research (Schools taking 2 For. Lang.)	14%
(Schools taking I for. Lang.)	
Oberrealschule (with 2 For. Lang.)	11%
Real gymnasien (with 3 For. Lang.)	8%
Lycees, Modern Lang. Science Course (with 2 For. Lang.).	13%
Danish Secondary Realskole	14%

It would be interesting to compare these figures with pre-war returns for English schools; the German figures are for that period. There is no doubt that the time allowed for the mother tongue has been increased on the average in English Schools, but how far this is due to a recognition of its value, or to a necessity brought about by free-place pupils from rather less cultured homes, or to the decrease in time devoted to Classics, it is not easy to determine; but the figures suggest that the last cause is not very prominent, for the non-classical schools only devote 1% more time to the Mother Tongue

than those taking classics or German. On the whole it may be said that satisfactory time is being now given to English, though the advantage of taking some Science Literature is evident. It is also probable that if the average home conditions could be improved from a literary point of view, the time devoted to English could either be slightly curtailed with benefit to Science or other work, or, if that were not done, the actual school study of Literature could be carried to a really high level, and the results would no doubt be very marked.

Foreign Languages.

In this section of the curriculum, we reach what is perhaps the most uncertain point, and one on which experimental work is chiefly needed. Some rural bias schools attempt to carry out the work while retaining the old literary curriculum of Latin, French, (or German), with rather less English; but where extra time is required for extended Manual Training, Outdoor work in Science, and similar activities, it is difficult to see how this can be successfully accomplished; indeed, it appears to be tried chiefly for the benefit of the comparatively few pupils who need special examination certificates for entry into higher professions, and not on strictly educational grounds at all; and the compromise by which certain pupils omit part of the Science or other work in order to take up Latin leads to what one headmaster has described as "very close organisation and difficult drawing up of time-tables". Of course the keen teacher does not flinch at these troubles, but with the best intentions in the world it is not easy to keep in effective touch with every detail of the work; the application of the Dalton plan would solve many of the problems, but at present it does not seem to be extending with the rapidity which some expected; and it is fairly certain that for some subjects, e.g. English Dramatic Literature, class work in common with one's fellows is to be preferred; the value of

X. This experimental work is now being tackled in a thoroughly psychological manner by Miss C.A. Simmons in London Schools.

active intercourse and inspiration is too great to be sacrificed; usually the extra work entailed by the alternative plans of work for Classical or non-classical pupils necessitates the presence of a headmaster who is able to take the extra work while carrying out other supervisory duties; and the common plan of appointing a Science specialist to the headship of the rural secondary school renders this less easy. Sooner or later, it seems that an official decision will have to be made between three alternatives:-

(1) An entire devotion of all school work to the task of a general education based on environment, without any consideration for those pupils who have the above needs for higher professions, and who will thus be driven elsewhere.

(2) The compilation of a Leaving Certificate Examination Syllabus with alternatives to Foreign Languages, which will be accepted by the authorities concerned for entrance into the professions. (It may be worth noting in passing, that though better in many ways than its predecessors, the Modern School Leaving Examination is hardly fulfilling the purpose for which it was intended; that is, it should be a test which most average students could take in their stride without too exact preparation at the end of a secondary school course; nor is the entire blame to be laid at the door of the examining bodies.)

(3) Some relaxation in the demand for extra time for almost purely vocational work in Science, or a less exalted aim in Mathematics.

If a suitable syllabus in General Biology (with subsidiary Chemistry and Physics) could be provided which, without taking up too much school time, would satisfy the requirements for a school certificate examination, and if a less academic Mathematical course could be adopted, there seems no reason why at least one foreign language should not be taken; the almost deliberate forcing away of certain pupils (perhaps the more intelligent and more likely to contribute useful factors in

general school life) and the closing of another avenue to wide general culture by eliminating all foreign languages, seem to be harsh measures. The actual conditions of each school must be the deciding factors; and where there are two or more secondary schools within reasonable distance, more may be said for persevering with an experiment lasting over a large number of years, to see what type of pupil would be turned out by a secondary school run on very practical, though not exactly vocational lines, with chief reliance on the Mother Tongue for literary and linguistic training. The writer cannot help suspecting that the study of modern foreign languages even with the best phonetic and direct methods can hardly in the schools we are considering reach such a stage that the effects are very inspiring or humanistic; there are many pupils in urban schools who scarcely reach the cultural stage,

X.1. though as a correspondent puts it in a letter to the present writer - "even a few words of a foreign language give a feeling of expansion hard to produce indirectly".

X.2. In Chapter 111 of "The New Teaching" De Glehn admits that "the full cultural benefits can only be obtained by the pupils who stay on at school up to 18 - 19". He also speaks of "two distinct termini to our French course; the first, ending at 16, aims essentially at practical utility, at equipping our pupils for an early start in the business of earning their livelihood..... It is only in recent years that what may be termed a national demand has arisen, that pupils leaving school at the age of 16, should have a really efficient command of at least one foreign language"... and ... "the other terminus is the standard that should have been reached by pupils intending to proceed to the University". Now for our present purpose, both these aims are beyond the scope of the Rural Secondary School; one may, with all deference to a distinguished specialist, question the existence of

X.1. Mr. N. Carson Scott.

X.2. Ed. by Adams (Hodder & Stoughton) p. 117. 4th Edn.

the national demand spoken of, while agreeing that convention has fixed such aims for the secondary school, influenced to some extent at least by the French governess or tutor fashions which increased greatly during the French revolutionary times; and one may further doubt the improved equipment for earning a livelihood (except in isolated cases of town pupils) arising from a language study ceasing at 18. And, though there may be less insularity in a person who knows two words, one French and one English, for the same article, that is not sufficient to justify the devotion of several periods per week for some years to the study of French; of course, more than this is reached by any average pupil, but the fact remains that but few reach the useful stage, while many plod the road for unprofitable distances.

Again, rather exaggerated claims are being made on behalf of bi-lingualism as such for its educative value, and leaders in the Times Educational Supplement referring to the language question in Alsace-Lorraine, and the Irish Free State, have taken it for granted that such educational benefits do result.

The present writer would not deny the usual benefit of being able to communicate with those of another nation, or of reading matter written in another language, provided that there is something to be gained thereby towards the extension of the individuality, but he cannot take it as proved that the mere fact of being able to speak two languages by itself makes the speaker much wider in mind or experience beyond a sense of power and expansion which the acquirement of any ability will give; and in this case it is suggested without any hostility to language study that unless it can be shown that actual benefit does follow in every ordinary case, the time spent is not justified.

The type of argument brought forward by some of those who advocate bi-lingualism is seen from the following quotations:-

"The educational significance of bi-lingual methods has only been seen in recent times, though experience in Wales, Canada and elsewhere might have suggested its importance from the first".

(Note that no definite examples of Canadian bi-lingual persons superior for that reason to others are given; and I have been informed by an education official in touch with a wide border district between England and Wales that the bi-lingual border people are not by any means conspicuous examples of intellect or culture).

"The essence of bi-lingual teaching is that a child is taught to think in two tongues. The quickness of border people who of necessity in many cases speak two or even more tongues, is a proof of the possible value of bi-lingual teaching".

(But every border race is not famed for its quickness, either in speech or anything else, and even were it so, Thomson has suggested that hardness and intelligence may have been derived by a process of elimination of less able border troopers in one case at least).

"Races on the Continent who are necessarily in continual touch with persons speaking alien tongues have "the gift of languages" almost at command".

(But it has surely to be proved that such people accomplish higher intellectual and other work than others on that account; and we have still to hear that the Russian aristocracy with their bi-lingual Russian and French were eminently intelligent; indeed, taking the great men of History, it may at once be said that this question has had little to do with their rise to fame.)

"The educational significance of bi-lingual teaching is that the mind receives a new stimulus that seems to enlarge all the faculties".

(If by this meant that exhilarating effect of power and joy in its acquirement, one willingly allows it, though it is equally true of any power which is acquired; and judging in this way, one cannot help wondering why the extraordinarily clever interpreters, say, at a League of Nations meeting, have not risen to eminence in other spheres).

(The quotations are from the Times Educational Supplement, Sept. 24th, 1927, and Feb. 25th 1928).

X. There was a very able and reasonable criticism (in Times Ed. Suppl. of March 5th 1928) of many puerile assumptions concerning bi-lingualism; and Sleight has noted the significant fact that most bi-lingual persons fail to speak or write one language really well.

Still, no one would dream of denying that in so far as progress in another language enables the pupil to enlarge his personality and experience of life and ideas, it is to be commended, and for that reason alone we must try to find a place for at least French in our modern rural secondary school, with some provision for transfer of time to more congenial work for those pupils who after a fair trial show little promise of making adequate gain for the time spent. There is no reason why the leader of the future rural society whom we have in mind should not have that wider outlook which might result from power to read and appreciate foreign writers and from power to enter into particular traits of national character other than his own. Any visitor to Denmark is at once struck by the number of speakers of really good English met with there; and this is accompanied by a great interest in international matters of all kinds; the writer was recently astonished at the grasp of modern British political and social problems by such men as Holger Begtrup, Johann Borup, and other bi - or tri-lingual High School leaders, and at the understanding of our educational system of the English-speaking Dr. Bertelsen of the Secondary Department of the Ministry of Education; this is quite apart from the mastery of English by other commercial personalities whose interest is of a different kind.

To sum up, the present justifiable demands for wider

and more practical Science work, the present standards of more abstract Mathematics, and the successful attainment of the cultural stage in a Foreign Language cannot be reconciled without great difficulty in the rural secondary school for pupils of average ability; and the usual demands for University Matriculation make it clear that only exceptional pupils from the rural secondary schools can reach that standard. Those in authority have to decide between an organisation which will give chief attention to the needs of the "better" pupils, and one which will meet the needs of the majority who are to pass directly into rural life and work. Probably most educationists would agree that we should try to provide secondary education of at least Matriculation standard for all capable of reaching that standard, and, after a generation of improved rural secondary work, even with the present compromises and mal-adjustments, national parental opinion should render it possible by improved home conditions and a longer school life.

"I am sure far more economical methods of language teaching could be employed. I believe as least as much could be achieved in three periods per week, with a possible reduction to two periods in the Sixth Form". Extract from a letter to the present writer from a psychologist who is experimenting on Modern Foreign Language teaching.

When we find a state scholarship winner from Knaresborough Rural Secondary School (now once more known as King James' Grammar School) and one of the most prominent medical students in London an old pupil from Brampton County School (famous under Mr. H.W. Cousins for its successful rural work) we realise that, as is shown in another section, staffing and methods are of more importance than actual curricula, and that men of the right type can fulfil both the needs for pupils above noted, though the difficulties to be surmounted ought not to be reinforced by excessive Examination demands.

Subject to the provision of alternative work for certain pupils referred to above, the following percentage of time allowance is suggested by the writer for Foreign language study, and it is assumed that as a rule French will be chosen, though there are many who would prefer Latin or German:- 15%, which should be about equally shared between English Literature Manual and Art work, and Science if it is decided to omit all Foreign Language work.

The comparative table on similar lines to those given before is as follows:-

Time devoted to Foreign Language

At Welshpool County Rural Bias School	13%	
Suggested by Hope and Norwood	15%	
(with an equal amount for Latin or German)		
Suggested by the writer	(excluding Latin)	14%
Actual research (at schools taking Latin.....	14%	
results (at schools not taking Latin)	16%	
Oberrealschule	for 2 modern For. Lang.....	22%
Real gymnasien	for three For. Lang. (2 modern 1 ancient)	30%
French Lycees (Science & For. Lang. course) taking 2 modern Languages.....	25%	

It will at once be noticed that while the German schoolboy even in a science course spends more time on languages than his English fellow, the time allowed for each language is usually less.

Referring back to the table given for Mathematical study, one cannot help feeling that some time might well be spared from that work for giving pupils a better chance of reaching an effective stage in a foreign language.

We conclude our survey of the Rural Secondary School curriculum by considering briefly the Manual work, Physical Training and Recreative or Aesthetic work in Art and Music.

It will be noted that the subjects previously mentioned occupy 75% of the suggested time-table, and it is reasonable to

allow a large share of what remains for Manual work in wood and metal, and for physical training, though this does not give really sufficient time for Music and Art; help may be had here by taking some of the Manual work after school hours, especially in the case of older pupils who are provided with proper opportunity for equipped workshops, and who are ready after ordinary school subjects for work of this kind.

The mistaken subordination of all school work in most secondary schools during the pupils' later years to Examination requirements has, if possible, even worse effect on the Rural Secondary School than in large towns.

We have also to continually remember that the traditional curriculum applies to a preparation for life on the cognitive side, and, where possible, alteration should be in the direction of emphasis on emotional and volitional exercise, in order to get a curriculum adapted more to life as a whole.

Provision should be made, by the extension of school hours as above shown, on one or two days weekly, if necessary, for a really comprehensive course in wood and metal work, increasing rather than decreasing in the later school years; and co-ordination with other school and home activities should be arranged.

The great mechanisation of agriculture during the last two generations is really only the beginning of a great extension of mechanics and engineering to agriculture; and it may be possible to secure both mental and moral development by co-operative work for the rural secondary pupil in this subject more than in any other; as we have seen, many rural pupils have not a marked literary or even "intellectual" leaning, and it is now an educational commonplace that a development of personality through physical skill is not only a feasible but at times the best or even the only method to adopt.

We have, too, a gradually growing acknowledgment of the dignity of skilled manual labour. "A secondary school in Cumberland recently sent out three of its last year's boys to

X.1. be bricklayers, and proud of their vocation".

The returns from the rural grammar schools mentioned in this work reveal the wholly inadequate provision of metal workshops (only 4 out of 26 schools allowed Form V time for wood work and none for metal work, while 6 had no workshop accommodation suitable for any comprehensive course; how far this is due to lack of funds or to indifference on the part of Governors and Headmasters, and how far to Examination contingencies cannot be determined, but whatever the cause, the crying need for change is clear).

We have seen that no useful Biological science work can be done without outdoor laboratory work on school plots of ground, in addition to indoor laboratory work and observation expeditions; and certainly no Rural Secondary School is properly equipped without sufficient workshop accommodation for wood and metal work. Lathes for both types of work, a forge and a small petrol engine and dynamo should be installed, and the customary School Science Society expeditions should include visits to Agricultural and Electrical engineering works, Milk and Dairy depots, and, if possible, Chemical Manure Works and Sugar Beet Factories. Some rural masters take the view that long journeys to school and helping in farm work at home provide more than enough physical exercise for the country boy; as far as sheer physical output of energy is concerned, this is only too often the case, but a gradual change in home conditions is coming about, and transport facilities to school are also making the actual toil much less;

X.1. Mr. G. Brown, M.A., (Director of Educ., Cumberland), at the Portsmouth Conference, N.U.T. 1928.

X.2. An enquiry instituted by the writer, some years ago, into the home conditions of an alleged "dull" farmer's son of the age of 13 revealed the fact that in summer time he was rising at between 5 and 6 a.m. daily, working before breakfast, cycling 4 miles to school, working again on reaching home at night, and going to bed "usually after 10 p.m."

Certainly, one factor in the lack of mental alertness in many rural folk is purely physical, and arises from incomplete elimination of toxins during sleep.

and there is now every reason to expect that under the newer conditions of Physical Training and methods spreading from the Board of Education courses at Eastbourne, a more alert carriage and movement, with accompanying psychological factors should result. One could wish that every rural schoolmaster and farmer parent, too, had the opportunity of seeing young farm workers at exercise in a gymnasium at a High School in Denmark.

A word of warning, however, is needed for the over-zealous specialist; mechanical rapidity of movement in response to external command may be obtained at the expense of initiative and, do what we will, we shall probably find that many of our rural pupils are of the slow-but-sure type mentally and physically too. The same results can hardly be expected from all schools alike.

At the risk of being denounced as unpatriotic, the opinion is expressed that the combined training in discipline, service, and initiative of the scout troop is to be preferred to the more specific but less enlightening influences of the Cadet Corps; and in any case the Rural School is not the likeliest place for providing future Army and Territorial officers; and the mechanising of warfare has rendered less
X. useful that fine material which used to be found in our yeomanry cavalry.

In the pioneer rural secondary schools which have been investigated, the part taken in school games by rural pupils is very variable, leading one to the conclusion that here, as elsewhere, the personality of staffs and school traditions have been the deciding factors. Parental influence in this matter is improving, though the writer has met several cases during the last few years where the honour of playing for the School was

X. Since this was written, a resolution condemning Cadet Corps on other grounds has been passed by a Junior Political Association.

deemed less than help on the farm on Saturday afternoons. But he has also to record that, after rather diffidently suggesting to a county meeting of the National Farmers' Union that there were distinct benefits to be obtained from our English School games, he was pleasantly surprised by a round of applause.

The influence of games in rural social life is referred to in a later section; probably the main difficulty in giving scope for preparation for this during school life has been that of getting enough pupils to be allowed to share in games after school hours, but as we have seen conditions are improving.

We have tried to show that our great English Literature should in many respects offer more interest, if anything, to the rural boy than to the town pupil; and this should be true also for much that is in Art and Music; it is irritating no doubt, to see some of the pictures, vases, china, and wall-paper designs in our town dwellings, but matters are usually worse in this respect in rural homes. Why should one see copies of Constable and other similar landscapes given places of honour in the better class town homes and institutions, and so seldom in the country? Not because the rural dweller has the real thing to look at, but because in the past he has so seldom had the opportunity of reaching that stage of appreciation described by Browning, when Fra Lippo Lippi shows the effect of seeing a good painting of something with which we have been familiar without really taking full notice of it, or concerning ourselves much about it.

We need in our rural schools (I believe our town schools are less behindhand in this) not merely practice in all forms of artistic skill, but definite opportunities for seeing and discussing all kinds of artistic work and their historical development.

Many of our farmers are now familiar with fine paintings though the splendid Almanacs of the Bibby firm,

and others like Messrs. Silcock of Liverpool have followed suit, but I have not often found that the accompanying appreciative criticisms have been really noted; and more than once I have found the old almanacs thrown away after use, or at best, piled away in an attic corner. The ease with which children at handwork lessons could learn to make quite tasteful mountings for these does not seem to be known. Help given to securing improvement in this direction by women's Institutes and other societies is referred to later on.

The adoption of suitably decorated Subject Classrooms rather than Form Classrooms would also aid an enthusiastic teacher to remedy this failing, though lack of accommodation and time lost in lesson changing are difficulties to be faced.

And from a lower point of view than that of aesthetic culture, the more delicate muscular training given by art work is just as useful for the rural boy as practice in larger muscular movement which he will readily get without special provision.

Even if, in Art, we are asking for something previously lacking in country homes, the cultivation of musical taste and facility as a means of culture and towards a happy social and individual rural life is not an innovation but a revival. Thanks to workers like the late Cecil Sharp, we are again in possession of much of our old-time folk music, song, and dance, and the secondary school with its longer school life should provide opportunities for an advance, based on these older works, to a better understanding and rendering of the works of the greater composers of older and recent times. (There was no doubt that until recently the Elementary School as a means of securing good singing was superior to many other places of education, but a great advance has now been made in

X. "The age of mechanism is the merry age, if we have the happy ear for music".

Neil Munro in "The Daft Days".

many of our public and secondary schools; in one minor public school known to the writer, where formerly one music master was sufficient on the staff, there are now five teachers of vocal and instrumental music and the whole of school life is raised by the work being done.)

In the rural secondary school we do not merely wish to provide for a return of the days of merry rebecks, or even of the Mellstock choir, but to help in the spread of activities in village communities which will result in such feats as that splendid performance of the Messiah broadcast, unless memory fails, from a Northamptonshire village a year or so ago.

The result of broadcasting even good music to our villages will not be beneficial if it leads to a merely passive appreciation; personal participation is what we need, and it is worth noting that music occupies a frequent and prominent place in all Danish Folk High School work.

In the rural secondary school, preparation for future life should include a combination of music with the Dramatic work of Literature. In the writer's experience, there is no happier institution in school life than the combined dramatic and musical performance, bringing in even the cracked-voiced ones and the Philistines as stage hands, carpenters, scene-painters and shifters, thus leading to co-operation of the highest kind, and frequently linking up school and home in the happiest way.

Properly speaking, this discussion belongs to a later section dealing with school-life influences as a means of social benefit after school life is over, but here we have to note the need for sufficient time allowance in the curriculum for the groundwork of such activities.

Frankly, the time given in the suggested time-table is hardly enough, and it would be an experiment well worth trying over a considerable period with suitable staffing to

set up a course for rural work in a secondary school with the main cultural work based upon English Literature, with Music and Art together with the Science aims above outlined; the omission of foreign languages is a sad loss, but it might well be compensated by the extra benefit which it is reasonable to expect from an increased time allowance for the subjects mentioned.

X. We have thus for our Rural Secondary School a programme of studies in Mathematics, more practical and perhaps going to a rather less advanced stage than in the Urban School, a Science Course based on Nature Study leading to more exact Biology with outdoor and indoor experiment and some fairly hard manual work, Literary studies broadening from works connected with the immediate environment, though possibly less linguistic than elsewhere, History and Geography with special emphasis on the Local, Industrial and Economic factors, longer, more comprehensive and intensive Manual Training than the more academic Secondary School can provide, and a closer connection of artistic, musical and other school activities with the present and probable future lives of the students; and if such a course, taken on sound lines, in accordance with modern educational principles, and lasting until about 16 years of age, does not enable average boys to take a School Certificate Examination, then it is time that the bodies responsible for certification made such consummation possible. It is claimed, too, that not only does such a course form suitable preparation for the vocational studies and future careers of all kinds in country districts and smaller market towns, but (not an unimportant point at the present time) it will also secure the support of most rural parents.

Adequate equipment in the way of indoor apparatus for

X. Since writing this the writer's attention has been directed by Prof. Nunn to the "New Humanist" Chap. X. of "Janus and Vesta" by Branford; where the principles underlying choice of school curriculum are discussed; the writer finds encouraging agreement between this more philosophical work and his own suggestion.

botanical work and other biological studies, a moderately large plot of ground for outdoor work (anything approaching a farm is altogether unnecessary), really good workshops, a roofed-in gymnasium (the fault of several seen in Denmark by the writer was insufficient ventilation) a good reference Library, and a lending library supplied with books that boys will read, all these are essentials. Expensive class-room accommodation without them is unjustified waste of public money.

The following table shows the suggested number of periods per week to be devoted to each subject in the different forms.

Variations must naturally be made for staffing and other contingencies, but the points to be noted are the study of Economics in higher forms, the closer connection than usual of Science and English, the provision for full Manual training, though some of the older boys will be expected to take part of this after the school hours, the reduction of time allowed for Mathematics as compared with the common practice, the provision of advanced work in Science for a Form VI when it is possible to have such a Form, and the possibility of increasing Science, English, Manual work, and Art or Music, in the event of the headmaster deciding to try to accomplish the task of a Secondary School without a foreign language course.

Forms	11	111	1V	V	VI
English	6	4	4	4	4
Maths.	5	6	6	6	6
Science	5	7 (I.Lit.)	8 (I Lit.)	8 (2 Lit)	15 (2 Lit)
Hist. & Geography	5	5	5	5 (2 Econ)	3 (2 Econ)
Practical Workshops	3	3 (I ex.) Sch.hrs.	3 (I ex.) Sch.hrs.	4 (2 ex.) Sch.hrs.	2 (both after School hours)
Foreign Language	5	5	5	5	4
Phy. Ex.	2	2	2	2	2
Music	2	2	1	1	1
Art	1	1	1	1	-
Scripture	1	1	1	1	-

THE STAFFING OF THE RURAL SECONDARY SCHOOL.

"La reforme depend surtout de la bonne
volonte, de l'intelligente activite,
de la sympathie de l'instituteur".

M.T. Laurin.

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Having decided upon the type of Institution and the equipment and Curriculum best suited to our purpose, we are brought to the questions "Have we had in the part, or have we now sufficient men well-qualified to staff these places? and "How are we preparing for the future?" for it is a commonplace that expenditure upon administration and organisation, equipment and building is wasted unless there is both in the class-room or laboratory and outside them, the vitalising energy of an earnest and well-prepared staff. The past history of Education is remarkable for the amazing results achieved with very inadequate resources by enthusiasts of the right type, and there is a serious responsibility upon those who at the present day are working in many places under conditions of building and equipment vastly superior to any which have previously existed. The School provides an all too sufficient target to the reactionary as it is, without the addition of more opportunities for possibly justifiable criticism from such quarters.

Quite recently the improved prospects and wider early educational facilities have certainly brought into the secondary school, staffs certainly much superior in academic status than could be found a generation ago. In the smaller type of grammar school there was usually a rather aloof scholarly headmaster, frequently a man of no rural experience outside a "Country house" or rectory visit.

In most cases he had been a member of a larger

"public" school staff, and was chosen by the Governors to maintain or raise "the school tone". Other factors in his appointment may have been clerical or trustee influence, or high honours in Classics at one of our older Universities. In few, if any cases, had his potentiality as a trainer of rural leaders ever been considered.

X. Professor Cubberly deals with this question in forthright American fashion. "That the critical methods of scientific inquiry are to be applied to the work and problems of secondary education seems now apparent, and that the present smug complacency of many high school principals must soon be superseded by an experimental attitude as to means and methods in the education of adolescents for personal usefulness in a modern world, is also coming to be an accepted principle in our educational work".

His assistants, not always with very high academic attainments, and like himself little versed or interested in any study of education as a Science, were usually quite as aloof from matters of rural life, and though attainments in "Modern" subjects and Science were more frequently found, it is plain that such a Staff could not be expected to produce the results desired here or even to make adequate use of the curriculum outlined previously. In one Market town grammar School the staffing over a period of thirty-five years has been closely investigated with the discovery of only one member in any way qualified or interested in rural life; and this master was promoted to a post at a purely agricultural institute

X. Introduction to "Problems of Secondary Education" Snedden p. VII. (Houghton Mifflin)

The same opinion is expressed by Judd "The right kind of supervision or social co-operation cannot be expected unless teachers study the problem of how students study, and how they ought to study". p. 124. "Psychology of High School Subjects".

after two years service only in the secondary school. On the other hand, practically all head and assistant masters were undoubtedly unselfish men of fine "manly" character, culture and public spirit; they sent a few pupils to the Universities and higher professions and their ultimate influence on boys who became really intimate with them was of the highest value.

Even a few middle-aged farmers (and there must be a greater proportion of townsmen) have admitted to the present writer that this personal influence has been the most beneficial part of their school experience; indeed, this, with some useful Science work in a few cases, is the only benefit which many have acknowledged at all!

Nor is it remarkable when we remember the factors of the home and school life of the average country pupil outlined in Chapter 3; and it is not an unfair summary of the work of our smaller secondary schools up to the last generation to say that little practice in forming rational thinking habits, little knowledge of national life and work, little "vocational" benefit and not over-much moral and social influence were obtained by, at any rate the rural pupils, who, we have tried to show, stood most sorely in need of all these.

It is a pity to have to write down as comparative failure the work of such a fine body of men; a failure due, not always to lack of learning or of earnest and self-sacrificing work, but to a traditional scorning of educational theory and experiment, and a consequent ignoring of educational aims and methods.

"Latin grammar is a fine instrument for sharpening the intelligence", was said to the writer by the headmaster of one of these schools. "I once had an assistant who won a medal for an Essay on Education. I was glad when he left after

two terms". "I know nothing of, and care less for, Psychology", are two other remarks of his which I have recorded. It would have been useless in such a case to point out that using an "instrument to sharpen intelligence" implies a very definite system of psychology, however crude and inexplicit. Another single example, but not really uncommon.

X. And when we remember that usually the headmasters of such schools have remained in these posts until death or retirement, the results of such a system of rural secondary education are seen to be just what could have been expected.

At the present time, many larger urban or municipal secondary schools are staffed from the headmaster downwards by really well qualified and adequately trained men, though this is not universal even in the towns; and improvement in the smaller rural grammar schools is bound to be much slower; in purely academic qualifications there has of course been greater advance, but the seat of the trouble has not been touched; the comparative failure of the past was clearly due to the fact, that men of the type required were not available; slightly lower salaries, building and equipment deficiencies, do not deter really keen men from taking up particular work in their profession; but even if the whole of our urban-bred staffs in rural secondary schools had been removed 20 years ago, matters could not have been improved much simply because we had not men of any better type or training to replace them; nor have we now; and under present conditions, there is a great danger of aggravating the rural difficulty; in far too many rural secondary schools the farmer's son of to-day is not getting much better treatment

X. "Our failures as men-makers result mainly from ignorance of the laws of development and lack of power to modify the environment."

Adams. "Evolution of Educ. Theory". p.307.

than his father did; and his interests are being developed more than ever in an urban direction. In the staffs of three secondary schools in small market towns comprising a total of over twenty masters, only two were found with any interest in or knowledge of rural life; these factors had had no bearing upon their appointments, and both were prevented by examination syllabuses, and by the fact that they held only subordinate posts, from doing very much towards any change. It is remarkable, too, that these deficiencies of our system were only realised by very few persons; out of 95 replies to a circular issued by the Consultative Committee of the Board of Education on attendance at Continuation Schools (1909), only "one or two of the replies stated that there is need for teachers accustomed to rural life".

Yet, to repeat what has been said of other times, if we were now to remove all the staffs of these schools, whom have we to put in their place? In some cases, it is true that urban breeding, high academic qualifications, and good professional training may be turned to good account even in the atmosphere of a rural secondary school; but, apart from the acquisition of necessary scientific and other knowledge, there are other qualifications not so readily obtained. It is difficult to avoid being vague in summarising the required traits; perhaps the best way is to state that no really educational use of rural environment can be made by those who are themselves deeply and widely influenced by it; and this implies life-long experience, and a considerable personal and physical activity and interest in rural work and habits.

As Prof. Munn remarked in a lecture on the
X. "Educational Philosophy of Gentile", "Only as the teacher

X. Reported in Times Educational Supplement Nov. 1st 1924.

lives more freely the universal life can he develop spirit. Thus for the teaching of poetry he needs to live through the experience of the poet".

It is beyond contradiction that this "universal" life experience should include in a greater proportion than heretofore, those humanising and mind-enlarging experiences which country life can bestow.

At present, it can be safely stated that there are very, very few men in whom are combined active intimacy in rural affairs, academic learning and professional training and skill; and, under present conditions, we must add, willingness to abandon hopes of preferment and exceptional salaries,

Are we then, to create a special body to school-masters, definitely labelled as rural secondary masters? Similar points have been raised in connection with the training of primary rural teachers, and the various difficulties ^{have recently been} ~~are at the time of writing being~~ investigated by a Committee under the Chairmanship of J. W. Lamb, M.P.

Rural pupil-teacher centres, selection of promising candidates from more enlightened rural homes, the use of Agricultural Colleges for at least part-time training, and improvement in rural social amenities are all possibilities which will doubtless have due consideration; as a result a certain number of the more highly qualified candidates for primary teaching may pass on to University courses and so to Central and Secondary Rural school work; but, if we are to maintain an adequate standard in these higher schools, this will not be enough. We need more of the larger tenant farmers' sons, more young men from the village rectory or manor-house to take up the work, which requires higher academic qualification than can be expected from the mass of rural primary teachers. I found,

last year, a Danish pastor, a man of high university status, who was a very keen and enlightened organiser of education; he remarked, "I, like many of our clergy, am a farmer's son". One could not help wondering how many English Secondary schoolmasters or clergymen could say the same. Of course, conditions are different in the two countries, but it is clear that it is to the more enlightened sections of the rural community that we must look for candidates for the future staffing of our rural secondary schools. The countryside must save itself.

X. It is clear that similar staffing problems face the efforts of reformers of Rural Education in America; we find Waters complaining that "few teachers are attuned to the Countryman's point of view"; and the requirements mentioned are "sympathetic understanding and foresight; the understanding and use of the spiritual and moral forces of the community"; so too, "the shortcomings of parents, the extremes of rural independence must be reckoned with".

Some time ago, there was considerable discussion as to the best way of staffing our primary school manual training centres; was it better to have the artisan teacher, or the teacher who, by taking up special courses, was able to teach metal-work, wood-work and so on?

From the writer's experience, his opinion, confirmed by an inspector of wide experience in technical work, is that there were failures and successes in both types; but that on the whole the skilled artisan, who by exceptional personal intelligence and study of method and a natural sympathy with child life, became a good teacher was to be preferred to the trained teacher who left his

X. Page 6. Preface to "The Rural High School from Within" Lippincott. 1917. Kirkpatrick.

class-room for a few periods to take over manual lessons for which he had become technically qualified; though there were exceptions to this.

Of course, we are now coming to see that there is much closer connection between thinking and doing in all work, and that the above distinction of two types of teacher was not a very real one; moreover, the parallel we are going to draw is not too close; but it is surely true that in our rural secondary school staff the man steeped in the life of countryside who has passed on to wider studies and training and so comes to the work of the school, is a more useful man than one who has reversed the order of these things; for the artisan's workshop life experience is generally acquired in later youth, whereas the best rural secondary master's country life experience is much more part of himself - it goes farther back to the very foundation from which his personality has developed.

Still, for the time being, it is probably true that we shall have to be satisfied with as many of either of these types as we can obtain.

From enquiries made by the writer at Agricultural Schools in Universities and University training Colleges (including Cambridge, Oxford, Durham, Reading, and Leeds), it is evident that only a very small number of their students are intended for the teaching profession.

(In Scotland, the situation appears to be much better).

This is not the place to discuss the methods of training for the profession adopted at the various institutions existent for the purpose, but it is obvious that most of the habits, personal qualities and knowledge which we have noted as requisites for the rural leader must be found in those who undertake his education. The

circumscribed sphere of work makes it all the more imperative that a wide and general culture should be required; the possible one-sided influence of a narrow-minded mathematical or foreign language expert in a town secondary school may be obviated by the wider influences at work around; but the rural secondary master who pins his faith to botany, or agricultural chemistry, has fewer influences around to counteract his narrowing tendencies upon his pupils and consequently an appreciation of rural life and a wise endeavour to use environment in all school work are to be preferred in the rural secondary master rather than high honours in Zoology, Chemistry, Botany or Agriculture, though of course a Science Specialist in a Rural Secondary School needs such qualifications.

Here we touch upon another question really outside the scope of this work - the specialist or the all-round teacher?

Probably the specialist has come to stay in the Secondary School; perhaps rightly so; at any rate, we may conclude that if the headmaster is a man of sufficiently wide views; and if the curriculum is wisely adopted and the time-table well balanced, the effect upon the pupil will not be a narrowing of personality or knowledge. Your true specialist is ever an enthusiast.

The most important requirements then, in our rural secondary school staffs are (a) an exceptional headmaster of wide humanistic and scientific culture, with a deep love for the countryside and its people founded rather upon life-long association than recent conversion, (b) a specialist staff, willing and able to see beyond the narrower scope of each "subject", and (c) an authority enlightened enough to consider mainly these factors making appointments to this type of school and to provide sufficient equipment of the right kind to aid

the work.

In other words, we need a body of men who are in their position from choice, not necessity; men who could do almost equally good work in urban schools, but who could not be so easily replaced in the rural secondary schools by men from the towns. Whatever steps we may take to bring both town and country more into unity of national life, there will for a long time, if not always, be a gap between the two; and the ideal secondary rural master sketched here will be capable of good work in an urban school, while his more urban colleague is not as likely to work as well in a rural school.

Just as we saw that very exceptional men were needed in our newer rural society, so naturally we find that very exceptional men are needed for their education; ability to fill a place on a rural secondary school staff is thus a power over and above that of the average secondary master, and the adjective "rural" if used at all, should be a mark of higher rather than subordinate professional ranking; and now that we are getting a gradual awakening among our rural middle classes, there is hope that before long, we may be able to draw from those classes the men needed for the great task of rural secondary education. The pioneer work is being done, and all that now remains is to rouse a sufficient army of followers.

RURAL SCHOOL LIFE AND THE PUPIL.

"Here was their Alma Mater; from her breast
They drew the noble spirit that could hide
All thought of self".

(From a School Memorial to her fallen sons 1914 - 1918.)

We have now considered the means of securing our aims in the Rural Secondary School so far as building, staffing, equipment, and curriculum are concerned; but no educationist would choose any one of these factors as being of the highest importance; though he might point out, perhaps, as we have seen, that an enthusiastic staff may overcome drawbacks of unsuitable buildings and inadequate equipment, and that even in an unsuitable curriculum method and spirit may accomplish more than mere choice of subject matter.

But over and above all these, yet proceeding in part from all of them, we must place that somewhat vague general influence, upon personal character and development, of the whole school life, an integrating force, imperceptible, elusive, and slow in its work; but for all that, in the long run, the great educational effect by which the school and its fame must stand or fall.

This is not the place to add another chapter to those in every text-book of Education on School Tone, the Moral Influence of Tradition, and so on; but there are special considerations to be borne in mind for the particular type of school we have described.

We have previously dealt with the characteristic traits of the majority of the pupils likely to attend our school; not, on the whole, too promising, though on the

other hand, much better than the traditional urban idea of our rustic people would lead one to suppose.

Now the benefits of this peculiar school influence arise in any school from the personal qualities (revealed in action rather than in precept) of the headmaster and his staff, from the whole organisation of school activities in and out of school hours, from the disciplinary effect which systematic working of any kind is bound to produce, from the gradual realisation, not necessarily too explicit, during a lengthy school life of all that the school stands and has stood for as a traditional factor in local or national life, from the satisfaction of co-operative working towards any end, so that each co-operating unit is not a mere mechanical cog in the machinery, but a self-subordinating unit, capable of playing another part if required; briefly, all this follows from continual contact with a living organisation whose activities are dominated throughout by ideals of chivalry, patriotism, morality, service, sacrifice and leadership.

"Well, I shall always be an old Boy ofSchool; nothing can ever take that from me", was the remark always remembered by the present writer, made by a senior boy at the untimely close of his school career owing to unfortunate home circumstances.

We are all too prone to forget that a great and for many boys almost paramount influence of school life is that exerted by force of companionship; and though our neglect of this factor is usually due to concentration on the teaching and curriculum part of school life, we have also to remember that companionship and school tone can be allowed full scope for their beneficial influences in school work as well as play.

And though, in the rural secondary school, many previous prejudices of family and social inheritance, a short

school life, a lack of opportunity for friendly co-operation in debating and other societies more closely connected with rural life, a feeling of inferiority in face of excessive worship of intellectualism, and aloofness or sometimes even sarcasm on the part of those in authority, may all have contributed in the past to the comparative failure of this part of the work of education, such hindrances will not occur so much under the conditions here laid down for the future. The difficulties may remain for some time; possibly they will always be greater than in urban schools; for participation by the rural pupil in the friendly rivalry of games, in school societies, in Old Boy Associations is by mere force of time and distance rendered less easy than one could wish; and only a complete change in national, X.1. or world-wide, habitude will ever remove the traditional worship of personal superiority arising from intellectual brilliance alone to the detriment of other human traits and powers.

So, too, though external conditions should improve as time goes on, the rural pupil has fewer opportunities than his urban cousin for continuing the self-educating process which should have been started by every school worthy of the name in every pupil who has reached the higher forms. It is especially needful that the rural secondary master, above all, should "conduct his processes X.2. so that when he hands over the educand to his own devices, the educand may have the power to carry on the education the educator has begun". We have all to see that not only

X.1. One must take with a grain of salt the airy assertion of Ian Hay that the true heroes of the school are the awkward fellows who sit on back forms cracking nuts at a prize distribution, and afterwards taking it out of the studious and intellectual boy who has walked up for prizes.

X.2. Adams. "Evol. of Educ. Theory". p.347.

is such a power given, but that fairly easy opportunities are also given for using it when it has been gained; for as every student knows, serious self-application is required, and conscience is all too readily satisfied with the excuse for failure, that opportunity was lacking.

But there are compensations; the necessarily smaller numbers of pupils in Rural Secondary Schools, while not allowing so much of the team spirit and social service training which is fostered by the "House" system of larger schools, serve also to intensify the influences of the staff; and, as we have already noted, the right type of staff will keep in touch with the rural pupil after school life is over more closely than the urban master can hope to do; while the same cause will find more opportunities for the older rural pupils to exercise traits of leadership and responsibility; and further experience of corporate life at the Farm Institute or Agricultural College will help to consolidate what the Secondary School has begun.

In the opinion of some writers, this stage is all the more important because in very few cases does the school really secure the desired attitude; thus Rusk considers that conduct conditioned by social praise or blame is the

X.1. The house system has been criticised for tending to emphasise competition and under extreme conditions may do so; but the alternate competition, e.g. between houses at Rugby Football, and accompanying co-operation of the stars of all Houses in the School XV., can easily lead to a really useful grasp of the "group within a group" outlook so necessary in modern life; on the other hand, it is easy to ignore the fact that by regarding certain fellows "as members of my House", the schoolboy necessarily regards others as not belonging to it, and therefore to be treated, in the good old insular British way, as "foreigners".

(Since writing the above, I have come across an interesting remark of Prof. Bompas Smith, "There is a moral earnestness to be found in some schools, due primarily to the ethical enthusiasm of the masters. It is more easily attained in small schools than in large".

X.2. Exptl. Education.

highest that can be attained in school life.

X.1.

Or again; "The public school owes its splendid ideals to men in charge who have reached these ideals, rather than to the effect on pupils who have struggled, often in vain, to reach them by that road".

So, too, as time passes, that family connection with the school arises by which father and son share the school tradition and take pride in their association with it.

Further, the combination of home life and surroundings with school life is far more in accordance with the Saxon or even Teutonic love of home than the boarding school system, great though the benefits of the latter may be for other purposes. And there is more opportunity for school tone leading to purposeful activity of life; so that we may refute the gibe that "one can say rather what an English public schoolboy will not do, than what he will".

X.2. The English public-school boarding system has been described as carrying on the monastic traditions, and some critics go so far as to ascribe to its disadvantages much of the unwillingness to pull one's weight in the ordinary drudgery of everyday life, and much of the failure in the upper circles to appreciate the value of true home life, or to acknowledge properly the menial services rendered by others.

On the other hand, it is regrettably true that in some instances the boarding school does much to counteract the undesirable features of life at home in these circles, and in every case the beneficial educational effects of living in an organised social group must be admitted.

Whatever the general opinion on these controversial points may be, it is certain that for the average Rural

X.1. Sleight. Educational Values. Ch. VI.

X.2. E.g. Adams. "Evol. of Educ. Theory". p. 156.

Secondary Pupil, the combination of daily home and school life is better than the separation of these elements; though there may be advantages for a town boy from a cramped home who boards at an ideal Rural Secondary School.

X.1. It is plain that home, school, and society must all combine to produce the ideal type of manhood at which we aim in any work of education. In rural circles, it must be allowed, not one of these three agents has truly done its work; and unless all three do combine, the produce is to that extent less satisfactory; still, the more the school influence increases, the more will future homes and social conditions be brought to the requisite height, and for that reason, we repeat what has already been shown, that upon the staff of the Rural Secondary School depends the future development of the life of the Countryside. It is for these men to see to it that though many Rural pupils may at first bring little of the right spirit into the world of school life, they may be led to co-operate gradually with their fellows and so may take a great deal of this spirit out into their lives; if at no stage of school life do they contribute something, it is certain that they will get nothing out of it. In this way the next generation will be in a better position to contribute to

X.2. the unity; for, as Findlay says "the unifying bond is weak in a state composed in part of members who have done little to strengthen the sentiment of patriotism".

We now pass to a very brief consideration of some ways in which the other two factors, home and social conditions are to contribute their share first to the initiation and later to the completion of the task of the Secondary School, for we are all too apt to "take for granted that if we develop esprit de corps in a

X.3. school it will continue in after life in the form of good citizenship".

X.1. Cf. - The article in Times Ed. Suppl. quoted in Ch.V.p.6.

X.2. In his Introduction to Sociology.

X.3. A.C. Benson in Educational Times. Aug. 1. 1912.

CHAPTER IX.

EDUCATIVE INFLUENCES OF HOME AND SOCIETY

UPON THE RURAL LEADER.

"To have every home -

Economically sound,
Mechanically convenient,
Physically healthful,
Morally wholesome,
Artistically satisfying,
Mentally stimulating,
Socially responsible,
Spiritually inspiring,
Founded upon mutual affection and respect".

Lita Bane.

"We put them under the additional obligation of watching over their fellow-citizens".

Plato-Republic Bk VII.

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The past decade or so has seen a more explicit recognition of the power of feminine influence in civilisation.

We are told by many that this influence is guided more by intuition and emotion than resulting from rationally-conceived purpose, but the thesis has been critically examined and partially refuted by Professor Valentine. But whatever the basis, the increasing influence cannot be denied. Indeed the now established British reference to the Mother country, as contrasted with the Germans' Fatherland is significant.

In the more remote home and village circles of the countryside, this influence, greatly enhanced by the development of all kinds of activity by the Women's Institutes, is a more potent force than elsewhere, and from it we must expect help in the realisation of our educational aims. Instances

X. cf. - paper read at British Association meeting at Leeds.1927.

from the writer's own experience may serve to show how progress is already being made in spite of hindering factors.

The mother of a very promising boy at a pioneer rural secondary school, 15 years of age, came to ask the Headmaster if the boy could not be encouraged to leave agriculture for some other profession; "It was a pity for him to waste his talents"; we note here the significant maternal anxiety for the future of the boy, together with a failure to see the possibility of brains not being wasted in Agriculture; again, seven years ago, an energetic Women's Institute Secretary, the daughter of a farmer, with two children at a secondary school, complained that a "free place" had been given to an artisan's child, a policy which would lower the "school tone"; anxiety as to the future, and willingness to carry on social service work are here combined with social prejudice to form a self-contradictory character; but some development is clearly going on even here; last year a prominent member of the same Institute, a farmer's wife, the mother of three children at a Secondary School (though her own school days had ceased at 14 at an elementary school) carried on animated conversation with the writer on the necessity for the Rural Middle classes to realise what a liberal Education of the right type could do for them; while more recently another farmer's wife, the leader of a local mother's Union, showed in a long discussion with the writer that she held very clear and reasonable views both of the necessity for a broad-minded view of Economics for all really educated persons and of the aid which character development in a good secondary school could give towards co-operative rural work.

And from a much less superficial standpoint than these examples, it is plain that the feminine contribution

X.1. to social development is a decisive factor; and when the Rural Secondary School has the support of the home, not merely to insist upon the performance of home work (which might well be reduced) but to encourage sympathetically participation in all school and post-school activities, one of the great hindrances to successful educational work will be removed; and we have previously seen that this spirit must be met or preceded by a corresponding interest in the home on the part of the school staff.

There is not the slightest doubt that even with little change in the characteristic outlook of the farmer and his wife, the actual demonstration, spread as it must be over a number of years, of what the Rural Secondary School can do for its pupils will win the support of most; the farmer, a very human person after all, will readily support what is proved to be beneficial, and the training here outlined, though stressing humanistic qualities rather than mercenary objects, ought to make the future farmer as prosperous as conditions will permit, and more energetic in dealing wisely with those conditions; the Rural Secondary School must "deliver the goods". There is no need to go so far as is advocated in America "that the financial

X.2. side of all rural school experiment should be the first consideration"; or so far as Alexander in advocating "a devotion
X.3. of all rural school activities to securing the support of the farmers", rather than to research into other points.

X.1. This is specially emphasised by Professor Nunn in his "Education; its Data and First Principles", p. 152, where he says, "If our civilisation is to be healed of its present sickness, if social equilibrium is again to be reached, it can only be through a fusion of the moral traditions which will give woman morality its due place in every department of life".

X.2. U.S.A. Bulletin No. 112. Agric. Series 29, of May 1926, issued by the Federal Board for Vocational Education.

X.3. In the Journal of Educational Research Vol. VII. 1923.

On the other hand, in more vocational Institutions, some reformers ask for the actual co-operation in a particular job on a farm by a class and its instructor; this type of work was actually being done by the pupils at a Southern English Grammar School as long ago as 1910, and in one state in America, the Bulletin above quoted tells us, a certain amount of this "community work" is insisted upon by the authorities as a condition of financial aid. In the opinion of the writer, this is confusing the work of the Farm Institute with that of true Secondary Education, and though possibly useful in a "family holding" type of rural community, it is out of place in England; and in any case other influences should form the links between home and school. We need the formation of a recognised social custom, though in this instance based on surer grounds, that the rural farmer parents should send their boy to the Secondary School, just as the public schoolboy is sent as a matter of course to Eton or Harrow or elsewhere by his parents. Nor is it likely that a good school of the type here described will in any way hinder the formation of an idea of the dignity of personal labour and service; one of the chief reasons for rejecting the usual type of boarding school for the education of the farmer's son is that it takes him away from seeing and practising all the necessary small or even menial jobs of the home and farm; the youth who has grown accustomed to have so much done for him, even down to the fixing of cricket-nets and pitching of stumps, or even fielding at net-practice, provides some justification for the farmer's complaint that secondary education usually involves a distaste for labour.

The definite provision of opportunities for doing hard work of a social value was not the least valuable part

x. of the training planned at the "New School" at Abbotsholme by Dr. Reddie. To be worth his salt every secondary school boy must be brought to realise that there are times when it is a disgrace to have clean hands. So, too, if membership or leadership of a Women's Institute, in effecting the removal of some of the drudgery of home life, tends to lower the dignity of personal performance of routine tasks, then it will fail in its true purpose; and will react unfavourably upon the younger generation as well.

The true place of the menial drudgery of the rural home is well exhibited by Ruby Green Smith in a paper contributed to the American Country Life Association, 1923. "The ultimate goal of all this work is to make conditions right for the higher life of the home". Provided we include both narrow and wide social activities in this "higher life" mentioned in that splendid paper, there is little to add.

But even when the secondary school life of the right kind with good home co-operation, and followed up by vocational training is secured, there remain other social factors in the continuance of the process of education; and we must remember that we owe the present opportunities for advance to the recent improvement in many of these conditions.

We have already referred to the activities of the Women's Institute; but there is now a host of associations, all of which can provide the necessary exercise of the personal traits, (explicitly vocational yet indirectly of other value as well), Dramatic and Musical Societies, Cricket and Sports of all kinds (a revival of the happy festivities so well described by Miss Mitford in "Our Village", and already noted in this work), the National Farmers' Union, (the most important part of whose work may yet prove to be that which at present appears most indirect, the influence

X. upon the personality of each member by the beginning of a movement towards mutual aid and in other activities than mere self-protection), the Rural Library and so on.

The machinery for the co-ordination of most of these activities is now provided in several counties by the Rural Community Council, in itself a field for Social Service for the Rural Leader, and an outward and visible sign of the newer idea that social service and leadership in the countryside is not to be confined to the rather patronising aid formerly given to inarticulate subordinates by a privileged class.

The "public" spirit which many "higher" class rural dwellers undoubtedly obtained at our great secondary schools was often in the past counteracted by social conventions when a return to country life was made; and this later life was all too often an alternation between town "Society" Seasons and country "sport", with but little community service. And the more prominent tenant farmers were prone to imitate as far as possible (and that was usually in their attitude towards "inferiors") these later life traits of their squires; with the extra disadvantage that the farmer had probably been even less touched by a "public" spirit than the squire. One hesitates to call the later spirit really "selfish" and "anti-social", but it cannot be termed "service-spirit" and some examples of less enlightened farmers allowing foot and mouth disease risks to be run by their neighbours have occurred recently to show that the non-social spirit still exists.

Not that in the past the "squire" type of

X. "For the development of healthy recreation, leadership is almost the only necessity, and in the work of young farmers' clubs, training for leadership is an integral part".

(Miss Hadow at Conference of Rural Community Councils, Oxford, 1925)

leadership was always useless, or that enlightened members of that privileged class have ceased to do their part; on the contrary, the subscription lists of Rural Community Councils, and the personnel of the Councils themselves, show that there is a new community spirit at work.

With regard to the Library in Rural Areas, the writer has felt for some time, that the use of books solely for individual pleasure and culture is not enough; it has too much resemblance to the attitude of Browning's Grammarian, to the piling up of gold by the miser; it is an attempt "to be in the world yet aloof from it", rather than "to be in the world and not of it"; it is the attitude of a recluse and not of a social servant or leader, who, though humble enough to play the part of a mere mouthpiece or representative of his group, can also play a great part in inspiring that group to reach a higher level of sociality. And this implies some leisure and retirement for a chance to see into the life of things, and to realise their innermost nature by this process.

Reading as a mere pastime or neglect of work due to slavery to sensational fiction may well meet with the farmer's wrath; and two County Libraries state that the chief demand in Rural Districts among ex-secondary school farmer's sons is for fiction and not for books bearing upon their profession.

The farmer, like all those who have any important modern business, has to realise the necessity for keeping in touch with current opinion and experiment; and these are not confined to bulletins or periodicals. We are beginning to get "Classics" of agriculture which should be in every farmhouse book-case.

We have here also, to note what great part could be, and is not being, played in the enlightenment of the post-school experiences of young rural people by the press.

Doubtless, the objects of those responsible for our daily and weekly newspapers are (when not serving ulterior political motives) to secure wide circulation by all possible methods and to enable large profits to be made out of everything.

It is all another example of modern "business" method, and probably most editors of papers circulating in rural districts would hesitate at the proposal to adapt their columns to aid in all forms of rural life interests, though theoretically all would agree that the press has a public duty and immense power which can be devoted to any purpose. In a paper read by C.C. Taylor to the American Country Life Association at New Orleans, 1921, the following figures were given as a result of research on Country newspapers.

X.1. Though some papers had a 75 per cent. rural circulation, only about 1/6 of the space was given to rural interests, though 31 per cent. of the advertising matter concerned rural people alone.

X.2. And Rankin reports of suitable Juvenile periodicals that these are regularly supplied to only 2 per cent. of the tenant families in Nebraska, and to only 4 per cent. of the land-owning farmer families.

X.3. Also "as a rule the farmers are not a reading class, any demand for books with a rural bias comes rather from the teacher. There is said to exist a demand among farmers for Education of a practical type, but I cannot say that this is confirmed by a demand for books of a practical

X.1. Other interesting details, too long to quote here, are to be found on p.36 et seq. of 1921 Report of the Assoc. Univ. of Chicago Press.

X.2. Agric. Expt. Station Bulletin 180. (1922).

X.3. Extract from a letter to the present writer from a Midland County Librarian.

nature".

This view is confirmed by Macleod (in County Rural Libraries") where he states "A well-stocked library is only potentially an important social factor", and again X. "A life-time spent in reading and thinking is frequently a life-time wasted unless the results be communicated".

This is not to deny the legitimate value of even trivial fiction as a means of recreation, but to state this is at least to imply other life activities of presumably social benefit.

There must, then, be a sufficient number of persons capable of this social service employment of a Library in rural districts, and it is the duty of any Rural Secondary School to supply that nucleus of educated opinion.

As the writer has previously quoted, "though we cannot create a Robert Burns to order, we can and should create for him an audience". The value of reading is to be estimated by the effects it has upon the life activities of the reader.

The "world-loser" and "world-forsaker", dwelling "a little apart" from others, has his place, and doubtless the most important place, in human progress, but here we are not considering the education of "dreamers of dreams", or "movers and shakers of the world" though we are seeking everything which would render possible the development of a single one such from the number of our youths.

Of the various Adult Education activities at present going on, the most important effect for our present purpose is the aid in forming and developing an attitude of friendly regard among rural adults for all that the schools can do; and in this respect at least there is some

truth in saying that the aim of Adult Education is to render itself unnecessary; of course, in other respects, Adult Education will always have much to accomplish, and in this work of the future even the most learned and cultured of our rural secondary school pupils can share with personal benefit.

X. So far, most of the adult activities expected of our pupils are seen to be a carrying forward of the work of the best examples of rural leadership shown in the past by the more enlightened landowners and clergy in rural districts. In many areas the former have disappeared, and unless the pupils whom we have been considering fill the gap thus left, it is not easy to see how the work will go on, and probably none but prejudiced worshippers of squirearchy will disagree with the proposition that other rural leaders from other classes are required as well.

Naturally, our rural life will continue to deteriorate unless at least a modern economic prosperity is maintained; and the school life we have here outlined must accomplish this, in part by direct improvement in scientific working which all experts agree to be possible, and also by taking the lead in economic co-operation both in working, buying and selling to enable the farmer and his men to enjoy a fairer share of the wealth which they labour so hard to produce. This is not the place to discuss definite proposals or methods for doing so, but the

X. "We must ask until we receive a national system of education which does not require us to condense every detail of it into 9 driving years and then frustrates our utmost achievement by a sudden and complete cessation".
p. 13 "Citizens to Be" Hughes Constable.
Also "To limit our faith to a display of zeal on behalf of schooling is a confession of social bankruptcy". Findlay page 286, "Introduction to Sociology".

school can prepare the right men to carry out the change.

Moreover, the heading of this chapter is justified by the undoubted fact that in shouldering the various responsibilities here mentioned, our rural leaders will be still further developing their own personalities and reach in the words of Adams "that highest level when the individual seeks to make of himself something different X.1. from what he has been", though the increasing difficulty of the process with increasing years must not be forgotten, and whether plasticity entirely yields to old fogeydom or not, the days of our youth are the plastic days par excellence.

And a high level of development cannot fail to raise this particular social group to that position of national importance which it ought to assume.

There is, too, no falling off, but actual improvement in the efficacy of a group as a result of submission to leadership by "willing, self-comprehending, X.2. and co-operating units of the group".

Hence the training of men capable of rural leadership implies the training of men capable of working in ranks as co-operators. This is vastly different from previous position in the country which can only be described X.3. as "leaders using blind followers".

It may be conceded that many of our schools can X.4. do work of imperial importance by encouraging their pupils to fit themselves for a colonial life; it may even be considered likely that eventually the centre of gravity, as it were, of the Anglo Saxon race may move away from the British Isles; but the fact remains that for a very long period ahead, there is scope for the work here outlined, in

X.1. p.88. Evol. of Educ. Theory.

X.2. Findlay, op. cit. Chap. 2.

X.3. Ibid.

X.4. Vide British Assoc. Pamphlets on Overseas training.

the Motherland.

X. Finally, we have the opportunity for service in Local Government, now greatly extended, which has often proved a fine training ground for wider fields; charity is not the only virtue or power which begins at home. It is easy to rail against the usually hostile attitude of minor local governing bodies to things educational, but more difficult to work patiently towards a change in this direction.

It is quite in keeping with modern ideas that we have the recent development in opportunity for rural labourers and artisans taking a share in this work on Parish Council, or the less official Parochial Church Council, but it must for some time remain the duty and privilege of the landowner, rector, and tenant farmer to carry out the work of representing their villages on County and Rural District Councils; and probably only an economic improvement is needed to remove much of the accustomed opposition of these Bodies to work of social benefit on the ground of expense. Twenty years ago, the writer remembers, several village schools were closed on this principle with the approval of local farmers; now, in 1928, we find the National Farmers' Union making a vigorous protest against such closures; of course, the feared reduction in available farm labour is one cause of the opposition, but one hopes that regard for the interests of the children is also to be included.

Gradual improvement in this as in other matters is to be expected when our Rural Secondary Schools have been enabled to sow the right seed; while the general culture and powers of expression which we hope to see spread in rural circles will enable agriculture to make its voice heard in

X. This problem seems even more troublesome to the U.S.A. reformers than one would expect. In a survey of Nebraska in 1920, Rankin found that out of 1440 members of agricultural societies, only 10 held public offices!

national councils more in accordance with its national importance.

Indeed, there appears to be active psychological ground for believing it possible that new contributions to national life may be made any groups with sufficient vigour; thus F.C. Bartlett in Br. J. of Psychol. April 1928. p. 390 speaks of the characteristic reaction to imported elements in culture adopted inevitably by strong and vigorous groups Social forms may genuinely grow up within the process cannot be interpreted in terms of individual psychology.

The apparent neglect of the influence of the religious factor in the education of our rural leaders in this chapter is not due to any opinion held by the writer as to its relative unimportance. Indeed, he would regard the church as a most important social group with deeper influences than any other. But the undoubted, though regrettable, gulf fixed between so many country clergymen and their parishioners has rendered this influence almost unavailing; and the writer would here confine himself to an admission that gradual changes both in pastor and flock are taking place, and to the thesis that a very similar type of persons is wanted for the rural Ministry as for the rural teaching staff; also that much of what is said of the selection of men from the right circles and of the training suitable for their vocation in another chapter is equally applicable to both professions.

We conclude by remarking that this, like all social activities, not excluding even such matters as hygiene, has its foundation in the home, as the American quotation at the head of the Chapter reminds us.

"In their chairs set up a stronger race
with hearts and hands".

Tennyson "Enid".

"A human being is nothing if he is not the son of
his time, and he must realise himself in that".

F.H. Bradley.

We conclude our survey of the work of Rural Secondary Education by summarizing the points which emerge clearly.

We need well-educated leaders among those actively engaged in rural pursuits possibly more at the present time than in urban industrial circles; we need more scientific farmers possessing economic foresight in combination with humanistic culture.

These leaders must be developed from that class of rural society which seems likely under present conditions of tenure and distribution of means to be the only one available - the larger tenant farmer, or farmer-owner class; the ideal school for these is a re-organised type of Rural Secondary School where wise use is made of environment without undue or premature vocational aims; and where the staff consists of men specially fitted by temperament, experience and training for the special needs of this type of school, so that along with practical skill, wide general culture is to be secured in the pupils, followed by vocational training at special Institutions; and the cultural side of education must not be lost sight of even at these places, so that the young farmer will bring to his rural life definite contributions to the social and economic welfare of the community.

The aim is thus in agreement with the continually emphasised principle of Aristotle, that in life-activity, i.e. real work, is true happiness to be found; and we have further resemblance to the ideal of Vittorino da Feltre, whose system aimed at producing a cultured leader, a practical man of the world with humanistic influences as well; though, to be sure, we seek to apply these principles to men of less aristocratic rank than either Aristotle or Vittorino was associated with.

There is probably some truth in the common idea that there has been a drain of more intelligent humanity from the country to the town, largely because, when superior intelligence was manifested either to the person possessing it or to others before he himself fully realised it, the wider scope and greater material rewards of the town proved too alluring. Hence the tendency to a lower general average in the country, though it cannot be too strongly urged that an appreciable number of individuals of really high capability may still be found there. The problem of the school is thus two-fold; we have to provide for the majority a form of education which will enable them to perform to the highest possibility their life functions, humanistic, economic, and social (the three cannot really be separated except for the purposes of analytic thought); and we have to see to it that the more able will not be prevented from full development, though their higher powers are needed at present rather for the improvement of the class from which they have sprung. The burden of this thesis is that this training of the two types is a question of difference in degree rather than of kind, and that the plan outlined should secure an improvement in both, for both types have been neglected by educational practice until very recent times.

We have seen further that present conditions are not unfavourable towards an advance of this kind, which is a matter not merely of local import but has national and imperial bearings as well.

It has been calculated that in 100 years the towns use up the life which the country has supplied to them, and yet rural depopulation has proceeded at a pace far more rapid than this replacement requires.

X. A French writer recently described England as "Un pays d'usines environne de riants deserts", and though the same writer admits that even where the soil is rich, the rural exodus in France goes on, he evidently considers that we are in a more parlous state here. Whatever can be done, economically and socially, to improve this state, must be undertaken by all who can bear a hand, and not the least important share falls to the lot of the Rural Secondary School as here described.

These problems are English, and to be attacked by English methods; in a land of small-holders, where Agriculture is the mainstay of the whole country, similar skilled farming and personal and social culture may perhaps be best secured as in Denmark, by a break in school life from 14 - 18 and upwards, followed by Folk High School and Vocational work at special Institutions; but this method of solution of rural problems cannot be transplanted in toto; nor does it seem desirable to adopt the early vocational bias advocated in the United States, and, by one writer at least, in France; while the intensive family peasant cultivation system of Belgium is also out of the question here, for many years at least. Many lessons can doubtless be learned from these and other countries, both by farmers and educators, but English rural progress must

X. Ref. M.T. Laurin, p. 15 "L'Ecole Rurale".
(Bibliotheque d'Education, Paris, 1925)

be made by an application of wide principles to English conditions and traditions.

Whatever developments may ensue with regard to land-tenure, democratic educational institutions, economic co-operation, and so on, the chief burden at present lies on our Rural Secondary Schools for the education of leaders, and in proper organisation and staffing of these Institutions rests our hope for the future of the English Countryside.

But this work will not succeed fully unless it first arouses, and is then supported by, parental opinion and demand. It is certain that Arnold and Thring and others, as Archer shows, would not have been so successful in their 19th Century Secondary School reforms, had there not been a sufficient parental opinion to support them.

By thus deliberately setting up a class of rural leaders of a different kind from those of the past, it is obvious that we may cause serious problems of national political adjustment to arise in the future; and while affirming the duty and right of the future to treat those problems in its own way when they arise, we must work to the best of our powers of vision on the lines laid down, for they appear to have the support of wide general principles as known to us at present.

Moreover, the retardation of rural social development has provided an opportunity for passing more directly from chaotic lack of cohesion to co-operative work of all kinds, without the intermediate stage of terrible evils which in other circles have arisen through the blind submission of all concerned to organisation of life for the private advantage of the comparative few; an intermediate stage which is even now only beginning to pass, and which is bound to pass slowly and with difficulty owing to the enormous power which it has

conferred on influences tending to resist change.

So, too, profiting by past experience, we have to try our utmost to produce a class of leaders, not likely to become excessively conservative and sterile, but broadminded men (and women) who will continually aid progress by a new orientation, the result of clam debate among opposed opinions, rather than the result of violent upheaval and complete defeat of one section by another. And this new orientation will be the more easily carried out, the more the members of both rural and urban groups are able to appreciate the reasons for the actions of their leaders; an appreciation which can

X.1. only be really based on an ideal of "common effort in civilisation" which our modern educational system has so far failed to implant.

X.2. Also "We should define the Good as Happiness in the fulfilment of vital capacity in a world adapted to Mind".

It is just this adaption of the world to Mind and this ability to use vital capacity that all true educationists are seeking.

X.3. At least a generation must pass before results can be seen; pioneer work and experiment are still needed; but such a process, once started, is cumulative, and, like some tender shoots which the writer once found thrusting upwards through a slab of asphalt which had been laid upon some dormant buds, will burst through the bonds of ignorance and prejudice into the light of contentment arising from wise humanitarian activity.

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- X.1. Prof. Muirhead in Intro. to Hughes "Citizens to Be" (Constable)
X.2. Hobhouse, "The Rational Good", (Allen & Unwin) 1921.
X.3. "Schoolmasters, when they are such as they ought to be, have it in their power to new model and set right (by God's blessing) once in 20 years a whole Kingdom". 17th Century writer quoted by Hughes ("Citizens to Be"). p.3. (Constable).