"When we got out of the train the Vicar came with bread and butter; his heart was very kind to us; he was gentle as well." "I was so happy the first day that I fell into a pond." "After having tea we retired to bed for the night, this being our daily course." "We did not go to sleep the first night, it was such a lovely day, the moon was out in full size." "My lady was very kind to us, but she made us do as she said; she was very rich, she trusted me with fifteen shillings to get a postal order; she kept a fish shop." "The North Seat is the highest point in Hastings, and there you can get plenty of oak-apples and health." "Very nice by sea, men mending boats on beach and painting them. Few boats on sea, hard and rough stones mixed with seaweed, many seats on shore." "When it was a nasty day the sea was like a den of lions rushing at each other, but the fine days it was like a lot of little fairies dancing and singing." "The rocks look so nicely arranged, they have such a lot of green on them." "I think we must now leave the sea and visit the country in thought."

"Our lady had a family of ducks; the mother of these ducks holds her head very high." "What is the name of a bird that makes a noise like cutting with a pair of scissors?" "A partridge is an expensive bird and costs a lot of money, and rich gentlemen go to shoot them in the winter." "There was in the farm a large heap of dead leaves; under these leaves was a snark; if it saw anybody it would pour forth smoke and fire." "The corn bowed before the wind, but the pretty scarlet poppies shook their heads." "You can hear the oats tinkle when the wind blows." "One day a little boy fell into a pond and was nearly drowned, but he was a country boy, and used to it." "I saw a dragon-fly, it was like an aeroplane." "On one of the wild rose trees I saw a little tangle of greenish red stuff; what could it be? It was not seed or flowers." "How can ivy kill big trees? I have asked some grown-up people, but they do not know." "I liked Nurse A. very much; I cannot tell you how much I liked Nurse A.'s dog." "One day I picked a thistle; I pulled the violet petals off, and, to my delight, I saw what was like a shaving brush." "Please could you tell me the name of a little flower that grows in the hedges? It is like a little button. There are about eight or nine of them on a stalk. I should like you to tell me the name of another flower: it is like a bell growing upwards; it is white." "I saw a black bee fly out of the ground. Would you mind telling me why it had its home in the ground?" "The cricket had such a nice voice that I sat down to listen." "That night I went to bed very upset because I had to go home next day." "I am so well pleased with my holiday that I should not mind going next year." "This is where I end my letter."—"I remain, Your fond friend."

THE CHILDREN'S CHARTER.

The Children Act, often called the "Children's Charter," came into force in 1908. That we ought to study this Act it is hardly necessary to say, but I would point out how simple it is for everyone to do her part to see that the children do reap the benefits of it. All knowing of cases where children are subject to any kind of treatment contrary to the provisions of this Act should write at once to the Director of the Society for Prevention of Cruelty to Children, 40, Leicester Square, giving all particulars, and the informer has no more trouble, and her name is never made public.

Further than this, many voluntary workers are needed "to rescue the children, to guide the parents, and to reform the homes." Mr. Herbert Samuel, the framer of the Act, said that his desire was "to strengthen and guide parental authority, only to punish it where evil; where possible to reform and conserve the child's own home, even when

temporary removal is advisable, and, instead of increased officialism, to rely upon the voluntary aid of men and women."

The Act has six parts, dealing respectively with Infant Life Protection, Prevention of Cruelty, Juvenile Smoking, Reformatory and Industrial Schools, Juvenile Offenders, Miscellaneous, and General Items.

It is only possible here to write very briefly of some of the sections under these headings, and the numberings of the sections I must add are my own, not those of the Act.

I.—Infant Life Protection.

This first part of the Act is directed against the evils of baby farming—that is, the boarding out of babies. All persons receiving children under seven years of age for reward must immediately give notice to the local authority. Visitors are to be appointed to see that the children are properly cared for, and in the charge of fit persons. No one who receives a child for reward may insure its life. These provisions do not apply to children whose relatives have adopted them. It is sad, but true, that children left to the care of elderly grandparents often suffer sadly, and would be much better off if they, too, came under the Act.

II.—Prevention of Cruelty.

1. Under this head are included all forms of cruelty and neglect, such as inadequate lodging, feeding, or clothing, neglect to procure medical aid, and allowing the child to be in immoral surroundings.

2. Parents must provide fireguards, and kettles or pans of boiling water must not be left where children can reach them. There is an old Saxon law which forbade a child to sleep with its parents until it could say, "Ligge furder offe!"

3. Under the Children Act, any person causing the death of a child under three from suffocation can be punished, if

the person at the time of going to bed was under the influence of drink.

4. Begging is also forbidden for any child under sixteen, even if it be accompanied by a pretence of singing, selling, or performing.

5. All charitable institutions are to be open to inspectors appointed by the Secretary of State. Where possible, girls' homes are to be inspected by women.

III.—Juvenile Smoking.

It is forbidden to sell cigarettes to any child under sixteen. A policeman or park-keeper may take them away from any child.

IV.—Reformatory and Industrial Schools.

Regulations are drawn up for the inspection of both schools. The difference between these two institutions is that the reformatory is for youthful offenders between the ages of twelve and sixteen; and the industrial school is for offenders under twelve years old, and for any children who have no settled home, whose parents are in prison or unfit to have charge of them, or who are found begging in the streets, or residing in a house used for immoral purposes. Anyone may bring such cases before the court, or report them to the S.P.C.C., and after inquiry the child, when necessary, is sent to an industrial school. The expenses of these schools are met by Treasury and Educational Grants and County and Borough rates, assisted by public subscriptions and payments by parents. It is important that the payment of the parents' contribution should be strictly enforced. Sometimes it is possible to let the child return to his own home under licence.

The following extracts from a paper written by Mr. Robertson, H.M. Chief Inspector of Certified Schools, may help to show the importance of keeping the parent and child together:—

"We cannot afford to destroy home life, to undermine parental responsibility. If we are to do any lasting good, we must strive with all our might to improve the one and preserve the other, and through the child the nation. . . . While we ignore the homes we are like an army marching through a foreign country leaving unconquered fortresses in our rear, which may ultimately serve to nullify the results of any victories we may have gained. It was thought when certified schools were established that by starting with the children we began at the beginning, and that in the course of a generation all would be well, or nearly so. But the parents and the homes were in existence before the children, and while they exist they, and not the children, are the beginning. . . . The greatest kindness you can bestow on a child, and the most lasting benefit to the nation, is to make that child's own natural home happy and respectable."

V.—Juvenile Offenders.

The principal points to note are the abolition of imprisonment and penal servitude for all under eighteen, and of the Death sentence. In the future children are to be tried at Juvenile Courts, and at these only officials and persons directly concerned may be present. The child must be kept apart from adult prisoners before and after his appearance in court. He is never to be in a court during the trial of other persons, and if a child is required as a witness he must only remain while giving evidence.

The following are some of the ways that a child, when convicted, may be punished:—

(*a*) He may be committed to the care of a fit person.

(*b*) He may be sent to an industrial or reformatory school.

(*c*) He may be whipped, fined, or his parent may be fined or bound over for the child's good behaviour. The parent must appear at the hearing of his child's case.

VI.—Miscellaneous and General.

1. A child under fourteen may not pawn any article (in London and Liverpool the age is sixteen).

2. The children of gipsies and other vagrants must attend school during the months of October to March, and are left free to wander during the summer months. In some cases these children are to be sent to industrial schools.

3. No intoxicating liquor is to be given to a child under five, except in case of illness.

4. No child under fourteen is to be allowed in the bar of licensed premises except during the hours of closing. Railway refreshment rooms and similar places are exempted. Children may still fetch corked bottles from "off-sale bars."

The following are a few lines from a speech of Mr. Herbert Samuel: "In London twenty-three public-houses were watched for four days, and 10,746 children were seen taken in. One thousand persons a year are arrested in London for being drunk while having the care of a child. The mischief must be put an end to. Even if in some exceptional cases a real inconvenience were caused, the good done would outweigh the hardships." One of the chief of these befalls day's excursionists when public-houses are their only place of shelter. Local authorities ought to make it their duty to provide other shelters.

5. When the number of children at an entertainment exceeds a hundred, proper provision must be made for their safety. This is particularly necessary where there are stairs. Such disasters as the recent one at Bilbao, where a number of children lost their lives at a cinematograph show enforces upon us the need for taking proper precautions.

This Act of 1908 is the last there has been affecting children, but the time is ripe for many other problems to be dealt with. The following are some of the subjects dealing

with the child on which committees have reported, or are nearly ready to report:—

(*a*) The Half-time System.

(*b*) The Raising of the School Age.

(*c*) Street Trading, including Shop Boy and Girl Labour.

(*d*) After-Care Committees and Advisory Committees in connection with Labour Exchanges.

C. COOPER.

MINOR POETS OF TO-DAY.

INTRODUCTORY PAPER TO A "POETRY CLUB" MEETING.

It has been said that an age of science cannot by its very nature be an age of idealistic literature; but it is possible, by thinking of the one underlying cause of all things, to reconcile the two. For instance, it is Coleridge who, in speaking of poetry, calls it "the breath and finer spirit of all knowledge"; this at once gives us the union between art and science that we seek, for the desire for truth, with its offspring knowledge, combined with poetic inspiration, is the cause of the best writing. The poet takes the real and by his imagination invests it with something of the glory of the ideal, and by expression of the inner meaning makes it visible to other men; it then acts and reacts with all the force of the real idealised. One of the most interesting, though by no means the most beautiful, is the modern "Futurist" movement in letters; it is greatly hampered in its influence by its obscurity, which is due to the variety of the ideas and emotions but half-expressed. Nevertheless, this movement is valuable as a real advance, probably containing grains of hitherto unrealised truth; this same obscurity is interesting as pointing to the creative or delicately receptive spirit which perceives new thoughts and

emotions in such rapid succession that it is impossible to express them all, and yet all are clamorous to be so expressed. However, it is impossible to articulate each clearly, and we get a hint here, an illusion there, which is completely baffling to all but the mind which has conceived the whole—the poet's mind, which not so much discovers truths but sees them in some new and vital light. All down the ages we find them dealing with the same subjects—joy, love, life, death, and truth itself, each perhaps a little differently, but all in such a way as to make poetry a thanksgiving in joy and a consolation in sorrow. Love is the keynote of Thompson's beautiful work, "The Hound of Heaven," where he likens the love of God to a hound searching, seeking everywhere. Again, Myers has put words of the most tender love into the mouth of St. Paul:—

"I am persuaded that no thing shall sunder
Us from the love that saveth us from sin,
Lift it or lose hereover or hereunder,
Pluck it hereout or strangle it herein.

"Gentle and faithful, tyrannous and tender,
Ye that have known Him, is He sweet to know?
Softly He touches, for the reed is slender,
Wisely enkindles, for the flame is low."

Many are the examples it would be possible to quote of love in all its manifestations, but I will only mention one from "My Delight and Thy Delight," of Robert Bridges:—

"Love can tell, and love alone,
Whence the million stars were strewn,
Why each atom knows its own,
How, in spite of love and death,
Gay is life and sweet is breath."

Life and truth we see in Newbolt's lines:—

"O Father of Lights, unvarying and true,
Let us build the Palace of Life anew."

In the comparatively large output of verse to-day it is interesting to try to trace the ideas and tendencies of the age which have gone to their production. With this aim we will take the different forms of poetry and see how they are exemplified. It has been said that the lyric is all that remains to us of poetry, but it may be only that other forms are lost under the great number of lyrics that the nineteenth century produced; but if it were true, might we not believe that a season of rest precedes an awakening into renewed life and vigour, for after all the tide ebbs but to rise.

There seem to be two distinctions in this form of verse, namely, that in which a truth is expressed, as in Bridges :—

"I praise the tender flower
That on a mournful day
Bloomed in my garden bower,
And made the winter gay;
Its loveliness contented
My heart tormented."

Or that which is written "for the lyre" with the lilt of the music behind it :—

"Bring from the craggy haunts of birch and pine,
Thou wild wind, bring
Keen forest odours from that realm of thine
Upon thy wing."

Wherever we search in lyrical writing we find its great charm to lie in its expression of passing moods and fancies.

There have been comparatively few sonnets written during the last century, although poets, if Wordsworth voices their general opinion when he says—

"Scorn not the sonnet: Critic, you have frowned
Mindless of its just honours"—

hold that form of verse in high esteem. We have several beautiful examples, and notably Dobson's "Don Quixote":

"Alas! poor knight! alas! poor soul possest!
Yet would to-day, when courtesy grows chill,
And life's fine loyalties are turned to jest,
Some fire of thine might burn within us still!"

That phrase "fine loyalties" brings out a point that is strong in poetry to-day, although, like many another of the best things, it is known more by its atmosphere than its actual expression; when it is, however, it is in words that carry conviction with them of its value in the work of the world and its necessity to noble living. It is Newbolt who says, to take one phase of loyalty only :—

"We'll honour yet the rule we knew,
Till the last bell call."

And Bradby also :—

"And only they shall miss the Master's praise,
When the day closes and the shadows fall,
Who, idly standing with averted gaze,
Intent on pleasure, heeded not the call,
Or scorned the task because it was not great,
Or, when the battle raged about the wall,
Looked coldly down and left the award to Fate."

Since time is short we can only consider a very few of the Minor Poets of our day, and perhaps first on the list stands Henry Newbolt. With his freshness and spirit breathing in every line, we feel in the midst of ardent life sailing the sea with "Drake," or "at play in the school close sunny and green." Again, when he takes us in "The Temple" to other spheres, we gather how great had been the influence of the "crusader" in his boyhood—if that incident in "The Twymans" is true. His is the poetry of strength, of bold endeavour, and of the glorious end to the life of effort.

Very different is Francis Thompson, the poet of "celestial visions" of whom Meredith spoke when he said "a true

poet, one of a small band," and who has left to English poetry an imperishable name. It is by his "Hound of Heaven" that he will be longest remembered, and also by that beautiful little collection of "Sister Songs," where we find :—

"For supreme Spirit subject was to clay,
And Law from its own servants learned a law,
And Light besought a lamp into its way,
And awe was reined in awe
At one small house of Nazareth."

Robert Bridges has been called the classical poet, and it is true that in him we find the "order in beauty which has been declared to be the essential classical element." Joy, sorrow, nature, love—his songs are of these; and in these the poet has gone, as the new age must go, "not further but deeper." Of joy he writes :—

"But since I have found the beauty of joy
I have done with proud dismay,
For howsoe'er man hug his care
The best of his art is gay."

William Butler Yeats, the Celtic lyrist, stands at the head of the outburst in Ireland of what has been described as "distinctly racial and temperamental poetry." In "The Man who dreamed of Fairyland" we see his vivid imagination and his intimacy with natural and supernatural phenomena. Then again in—

"And the lonely of heart is withered away,
While the fairies dance in a place apart,
Shaking their milk-white feet in a ring,
Tossing their milk-white arms in the air :
For they hear the wind laugh and murmur and sing
Of a land where even the old are fair"—

we hear his delicate music. Throughout he is a true Celt. This subject of Yeats and Celtic Poetry is too large for such

a short paper, although mention of poetry to-day would be incomplete without reference to this particular development.

Swinburne, Kipling, Austen, all stand alone, but of the lesser men we still have John Masefield, who has come to the front with "The Everlasting Mercy"; William Watson, with his beautiful song of—

"April! April!
Laugh your girlish laughter";

and G. F. Bradby, who charms us with his style. His vivid imagination and lightness of touch are most captivating :—

"Duke and Marquis and Abbé, who lounged on the terrace stair,
With a stately bow to the wise and great and a nod to Molière;
And dainty dames with tarnished names and the smiles and the powdered hair."

Then again his tender feeling for nature is seen in such poems as "Marsh Marigolds" and "Wind of the April Evening."

Last, but not least, we have Allingham with his entrancing "wee folk" :—

"Up the airy mountain,
Down the rushy glen,
We dar'n't go a-hunting
For fear of little men";

and the no less beautiful "Robin Redbreast."

Although we call these men but Minor Poets, still we owe them a debt of gratitude, not only for what they have given us, but because marching on they carry the light which one day may give to the world another Shakespeare.

ELEANOR M. FROST.

NOTES ON CRITICISM LESSONS.

History to Class I.

Education being the science of relations, a history lesson should set up certain relations, *e.g.*—

(1) To the history that is going on to-day. [Thus the distinction between a war and a battle may be explained by referring to the Balkan War, and perhaps the children might name some of its battles.]

(2) To the past which is always delightful.

(3) To the law of the land. [The progress of law and justice since the time the children happen to be studying.]

Knowledge, not a knowledge of English history only, grows from the establishing of such relations.

Human Physioligy to Class III.

A lesson must not be given in technical terms, for the human mind cannot deal with them. They must be translated into ordinary speech before we can think about them. Afterwards the subject can be translated back into technical terms which are of use for concise statement of scientific facts. A physiology lesson needs illustration and experiment and some expression of the wonderful adaptation of means to ends.

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