

REPORT OF THE S.E.C. MEETING.

HELD AT 8, CHENIES STREET CHAMBERS,
TUESDAY, NOVEMBER 4TH, 1919.

Members present: Mrs. Hughes-Jones, Mrs. Esslemont, Misses Kitching, Bernau, Gray and Curry.

This was the first meeting of the new committee and Mrs. Hughes-Jones was again unanimously elected as chairman. Mrs. Shelley has had to resign her membership as she is no longer near town, and we hope to fill the vacancy with a 1917 student, as at present there is no representative of any of the most recent years. Miss Claxton is away from town also till the end of next term, but we decided not to fill her place until hearing where her next post will be. Students will be sorry to hear that the January number of the *Children's Quarterly* will be the last, as there are not sufficient funds with which to carry it on. Miss Curry reported on Scouting and resigned her position as chief scout captain, and Miss Kitching reported on the Bursary Fund, but as they are both writing letters for the PLANT there is no need to say more about these matters here. It was also decided that the Scale How Mission Fund should this year be divided between Miss Janet Smyth and Miss G. Clendinnen who is working in Birmingham and will be glad of help with her Girls' Club. We are not at present any nearer to getting the Donatello Plaques for Scale How, but we hope to be able to report progress before long.

The next meeting of the S.E.C. will probably take place in the early spring, when the chief business will be to arrange for the annual meeting of the Association. If any student has any suggestion to offer on this or any other matter will she kindly send it to some member of the committee before the end of March.

LILIAN GRAY.

SCALE HOW MISSION FUND.

Up to December 1st this Fund had reached £7 4s.

It has been decided this year to divide the amount between Miss Smyth at the Girls' School, Gayaza, Uganda, and Miss Clendinnen, who is doing splendid work among a difficult class of girls at St. Aidans Mission House, Birmingham.

PEACE MEMORIAL.

Although by a large majority at the Easter Students' Conference it was decided that the Peace Memorial should take the form of a Bursary to help some student with her training at Scale

How, up to the present only £157 has been subscribed, and that by fifty-six students.

The Fund will remain open until May 1st, 1920, and a statement of accounts will then appear in the PIANTA.

STUDENTS' BOOK CLUB.

Students may like to know that by the time this is in print, two reading circles will have started on their rounds. As students may have been waiting for more definite information, I should like to point out that it is not necessary to wait till the end of the year before joining. I have already got the names of six members for the *Third Circle*, and I shall be only too delighted to receive more names, but please send them in as soon as possible after the arrival of the PIANTA, so that the new Circle (if not circles) may be ready to start work on February 1st.

The twelve members forming the first circle must be complimented on their energy and enthusiasm, for, before the October PIANTA appeared with its change of plan in regard to the Book Club, they had already bought their books and had begun to read them.

You will all be pleased to hear that Professor de Burgh has very kindly consented to suggest our course of reading for us, and the following is the list of books set for 1920:

(a) FOUR BOOKS ON RUSSIA.

Sir Donald Mackenzie Wallace: *Russia*.

Prince Kropotkin: *Russian Literature—Ideals and Realities* (Duckworth).

Tolstoi: *Twenty-Three Tales* (Frowde).

Maurice Baring: *The Russian People*.

(b) FOUR BOOKS ON GREEK LIFE.

Bury: *History of Greece*.

Gilbert Murray: *The Rise of the Greek Epic*.

Adam: *Religious Teachers of Greece*.

Jowett's *Translations of the Apology, Crito and Phædo of Plato* (Clarendon Press. Small volume).

(c) FOUR NOVELS.

Tolstoi: *War and Peace*.

Meredith: *Diana of the Crossways*.

T. Hardy: *Far from the Madding Crowd*.

S. Butler: *Erewhon*.

Then follows a short supplementary list for the benefit of members who have already read any of the books set, and who may care to borrow one or two as substitutes.

Livingstone: *The Greek Genius and what it means to us*.

Zimmern: *The Greek Commonwealth*.

Mazaryk: *Russia*.

Tchekov: *Russia*.

I am sure you will all agree that there is some good solid reading ahead of us, but as that was our aim in forming the Book Club, I hope we will all make a point of following the course conscientiously.

If the "histories" should prove to be more than we can manage in a month's reading, I propose that we should read *half*, and then perhaps we could include them in next year's course in order to finish them, but it would be really more satisfactory to finish them in one year if we can do so.

Will all members please make a point of passing on their books on the *first day of each month*, otherwise the receiver is at a disadvantage?

On January 1st, 1921, each book must be returned to its owner.

Members will be glad to hear that there will be no examination on the books at the end of the year; but essays are invited on any book or subject set, and our generous Editor has promised to insert the best in some number of the PIANTA.

K. CLAXTON.

A VISIT TO THE BRITISH MUSEUM.

At the last students' meeting Miss Bernau very kindly offered to take a party to the British Museum to point out things mentioned in that part of *The British Museum for Children* which we are reading this term.

On Saturday, November 22nd, we met in the entrance hall at 2.30; those present being Misses Bernau, Flewker, Lambert, Haggie, Evans, and McLeod and one of the teachers from a London Elementary School working in the P.U.S.

We started at the manuscript room where we saw the oldest poem in the English language, *Beowulf*. It was in wonderful condition, evidently having been originally in book form, not a scroll, and the leaves, which were only a little frayed at the edges, were remounted. In the octagonal case in the centre of the room we saw Bede's *Ecclesiastical History* and the *Anglo Saxon Chronicle*. Here we could not resist peeping at a manuscript which told of brave deeds, but of heroes who have lived—we are proud to say—within our memory, the wonderfully neat diary of Captain Scott, open at the last entry which everyone knows so well.

From the Manuscript Room we passed to the Early Iron Age Room. Here was enough to keep us interested for a long while. To work in chronological order we should have started on the left of the room, but the term's work lay mostly on the right side. There was so much to see that it was difficult to know what to choose, but Miss Bernau pointed out objects of interest which would make easy but effective drawings for *The Book of Centuries*. We saw several drinking horns which are mentioned so often, the beautiful facsimile of Alfred's jewel, wonderful swords dropped doubtless by some brave Viking in a struggle

with one of our ancestors. Some of these swords are in a good state of preservation, others sadly eaten away by rust. It was quite distressing to think that all these things were dug up from places we knew so well and yet we had never had the good fortune to find them.

Franks Casket—named after the bequeather and not of Frankish origin—is beautifully carved, and we were able to recognize the various subjects which are represented.

Passing through the Grenville library we were struck with the wonderful drawing in the illuminated manuscripts, the fine initial "B" (mentioned in *The British Museum for Children*) was magnificent and the colour and gold perfectly preserved.

Having finished the term's work, we chose to go to the Græco-Roman room, where everything was so thrilling it would take pages to give any idea what we saw.

We went quickly through one of the prehistoric rooms where we saw the conglomerate found on the floor of one of the Dordogne caves, and also some wonderful Stone Age treasures—amongst others, the first flint found in Gray's Inn Road, which inspired men to learn more about the habits of our ancestors.

Going round the British Museum with one who is so well versed in all its treasures makes the visit doubly interesting. We are all apt to choose the less interesting objects for inspection, passing over those which go to make history live. We feel most indebted to Miss Bernau for the real treat which she gave us, and hope that we may again be privileged to receive help on future occasions.

H. N. McLEOD.

NOTES ON A VISIT TO THE R.A.M.C. ENTOMOLOGICAL RESEARCH HUT, RICHBOROUGH, JULY 2ND, 1919.

We paid a somewhat hurried but most interesting visit to the Entomological Laboratory this afternoon, being shown over the hut and introduced to the wonderful work going on, by "O.C. Bugs."

The hut is divided into (1) the main laboratory with tables along each side well lit by big windows; (2) a breeding-room; (3) a section room; (4) a dark room and several small lobbies; the whole being provided with electric power and light and special radiators to produce the heat required by the officers in charge for their work. Outside were three concrete tanks, circular in shape, used for breeding mosquitoes, and what appeared like a louvred shelter for thermometer, barometer, etc. The work carried on here deals with mosquitoes which have spread a good deal of malaria in the past three years in the Richborough military area, but this work is of world-wide interest too. There are three kinds of malarial mosquitoes known in England, *Anopheline Maculipennis*, *Anopheline Bifurcatis* and *Anopheline Theobaldi*, the

last named being the smallest and rarest. First of all we were shown eggs of this rarest kind; there were two little dishes containing brown coloured water from tree pools. These eggs were laid by mosquitoes captured in Epping Forest by a man who offered "human bait" and sent the live mosquitoes down to Richborough for research purposes. It was the first time breeding had been carried on under observation. We saw the eggs under a binocular microscope (150 magnif.) and they were diamond shape with a transparent membranous float all round the lozenge. This float serves to keep the egg on the surface of the water. The Anopheline Theobaldi are distinguished from the other two Anopheline by this float, for in those cases the float does not continue round either end of the diamond.

It is quite possible to tell a malarial mosquito with the naked eye by observing the comparative lengths of the proboscis and palpi. The malarial mosquitoes have probosces and palps of nearly equal length, which is about the length of the abdomen. The other mosquitoes have short palps and the latest theory is that these shorter palps are merely olfactory organs and that the others have the sense of touch. A difficult theory to prove! The male mosquitoes have feathered antennæ whilst the female have plain ones. The males are only in evidence two months of the year.

The Anopheline Maculipennis have spotted wings as the name implies. The spotted or striped legged mosquitoes are not malarial though the bites are of the worst.

In the breeding room, we saw mosquitoes in cases with gauze sides slightly darkened, and "O.C. Bugs" pointed out that malarial mosquitoes rest with the head lower (i.e. nearer the surface on which they rest) than the thorax and abdomen, whilst the non-malarial mosquitoes keep all parts parallel with the surface on which they rest. He had various dishes in which he was experimenting in provision of different foods for the mosquito grubs. Incidentally there was a variety of water beasts to be seen in these dishes, cyclops, small crustacea, water boatmen, snails, dragon-fly grubs, etc., and also a variety of duckweed, algæ, pondweeds, etc. A second officer, whose particular branch of science was botany, was in charge of these departments.

The breeding experiments in the outside tanks were much more successful than those carried on indoors—more natural surroundings, I suppose.

The botanical officer experimented to find plants which had ill effects upon mosquito grubs. Amongst many other things he tried *Azolla filiculoides*, and thought it had no effect on the grubs. The mosquito officer calls this plant a fern, but I do not think it is one. Can anyone say what it is? It has pretty red leaves, and "O.C. Bugs" had it left on the tanks as it pleased his artistic sense. Lately (November) he has discovered that given a longer time to grow, this plant does affect the water unfavourably for mosquitoes. This discovery may be of great importance.

In the section room, the chief thing was a marvellous instrument for making microscopic sections $1/2500$ th part of an inch

in thickness! The mosquito to be sliced was placed in alcohol and passed through various strengths increasing in "weight" paraffin which, in the course of two days is solidified. This process was beyond my comprehension, but electrical heat was used and the result was a mosquito embedded in a block of paraffin looking just like white wax. The block was placed in the "slicing machine" and the slices came off in a continuous ribbon which had to be very gently lifted away with two camel-hair brushes.

Then to finish the preparation of a section, the paraffin is removed entirely by the use of a certain chemical (I failed to catch the name thereof) and it is coloured and mounted in the usual way.

In the same room they were preparing electrical apparatus to experiment in the destruction of mosquito grubs in dykes by high voltage current.

In the main laboratory there was another wonderful machine run electrically for spinning test tubes centrifugally; it is used here chiefly for studying the blood of malarial patients by separating the red blood corpuscles from the serum.

Photography plays its part in records of live mosquitoes, hence the dark room.

Fleas are also under observation now at the Richborough Research Hut, and numerous R.A.M.C. officers come down for courses of a few weeks, particularly before going abroad to mosquito haunts. The mosquito officer has studied them in East Africa, U.S.A., and other places, starting directly he left Cambridge with research work. I hope there are no inaccuracies in the report, but it is quite possible there may be.

OLIVE COOPER.

LETTERS.

Scale How.

DEAR OLD STUDENTS,

This term has been full of incident. Professor de Burgh came on November 8th, and his visit passed by with the usual inspection of handicrafts, gymnasium, dancing, etc., not to mention final crits. On Tuesday, after a most enjoyable drawing-room evening, Mr. de Burgh gave us a short address. He told us what a pleasure it was to him to visit the lake country in the winter. In these days when it is practically possible to travel round the coast of England from John o' Groat's to Land's End in a bath-chair on an esplanade, he said he found it the best policy to go to the sea in winter and in the same way he felt sure that the winter was the best time of year to see the lake country.

Mr. de Burgh said that the work of inspecting was a most pleasurable rest from that of teaching. The word "inspection" implies something of what the Greeks meant by the "contemplative life," the highest form of life that they considered attainable by man. He came to Scale How to "look into" the good

in each lesson given and in each person, to find what was there, not what was lacking. There are two points of view from which to regard examinations and Mr. de Burgh's attitude represents one of them. He went on to give us some interesting personal experiences of education, and told us how important it is to educate those in our charge to sustain their interests and intellectual activity. He reminded us how great is the temptation which comes to many men and women of neglecting the intellectual life in the duties of family or business. He thought that we as a body were especially qualified to arm our pupils against the time when excess of occupation causes women to cease reading and thinking. If we could so arm them there would be fewer middle-aged women in the future. There was no reason, he said, why all life should not be that "harmonic progression," that continuous peaceful development which the Greeks loved and which education can ensure.

The week after Mr. de Burgh left us we had the All Hallow E'en entertainment. We played All Hallow E'en games for an hour, converting the class-room floor into standing pools of water, with various versions of "bob apple." After supper the seniors acted a skit on "The Mikado," bringing in topical words on college and monitress duties to the old tunes. "Scitti Hoo," a Japanese P.N.E.U. College, was that very day to be inspected by a professor from Scale How, and, in the class-room before breakfast, the unfortunate staff and students were going over lessons and complaining of their woes. Miss Moffatt was once more "Koko," the gymnasium specialist of the College, and gave a spirited drill class to the Japanese inmates of the College, introducing strange perverted exercises. Miss Wakefield (music monitress) took the students for a Japanese solfa crit. and the S.M. as the "Dikamo" (principal of the College) sang a song fitting punishments to various teaching crimes.

This was the first of a series of entertainments. The following week it fell to the Juniors to entertain the household. They did so most effectively with an hour's varied performance. After a scene from Ian Hay's "A Safety Match" (in which Miss Walker made an admirable flapper and Miss Roger a truly intimidating waiter) we were given some most beautifully staged tableaux. The subjects were taken from Greek mythology. Two scenes from Pickwick followed—Mr. Tupman's proposal and Mr. Pickwick's misadventure in the bedroom of a strange lady. Mr. Pickwick (Miss Bartram) was true to life. The performance of a skit on Greek tragedy and the singing of some carols completed the programme. The carol singers were outside the class-room window and were accompanied by a violin—the effect was beautiful and made us long for Christmas.

The workmen are busy at Fairfield, converting the present house and the one next door into a connected whole. The children will have extra sitting-rooms and a good basement play-room where they can let off steam. The College, no less than Fairfield, are sad at the loss of Miss Millar. They wish her

every happiness in her life away from Ambleside. Miss Ida Moffatt (J.M. 1919) is coming back as Miss Millar's successor at Fairfield.

The week before the final exams contained two great occasions. On Thursday the children's party took place and on Saturday was the fancy dress party. At the former Fairfield acted two plays for us, "Vice Versa" performed by Classes I, II, III and IV, and scenes from "Vanity Fair" performed by Class V. Dorothy Lancaster made a terrifying Doctor Grimstone in cap and gown, and Molly Gedge an excellent Mr. Bultitude at home. Mr. Bultitude at school was splendidly acted and the whole scene in the boys' school was a most spirited affair. The acting of Class V was excellent too. Olive Marchington was Mrs. Bute-Crawley, and Sheila Fullerton old Miss Crawley. We all had tea in the dining-room, and at a quarter to six the seniors acted an "Arabian Night." The first scene was a boat at sea; it was night and the boat and sailors were fitfully lighted up by flashes of lightning. The ship was wrecked after a stormy course and in the following scene the sailors were seen crawling on to dry land through the class-room window. They were gorgeously dressed in scraps from the never-failing "barn." On the desert island the sailors found some nets and they set to work fishing. Throwing the nets outside the class-room window, they brought in two hauls of rubbish and at the third cast landed a brass bottle. Needless to say, when the bottle was opened, a Jinnee appeared in a vivid blue smoke and threatened the sailors with death. At the end of the scene the Jinnee granted the sailors three wishes, and at their request a hidden treasure was revealed to them in a ship's chest (the S.M.'s "coffin"). In the chest were the Christmas presents for the children from Miss Mason and the Jinnee conjured each girl in turn into his presence for her gift. Before he finally disappeared the Jinnee produced a boat for the lucky sailors and all lived happy ever after.

We had some interesting crits. this term, from which we learnt the following facts:

(1) It is well in teaching languages to give occasional real "grind" lessons on grammar. Children enjoy them and they help the usual lesson of reading and narrating. Narration is of very great importance in learning foreign languages. We must never forget that narration is both a test of knowledge and an actual teaching.

(2) Expect to have good work from a class; "people do not do any more than they are expected to do or know any more than they are expected to know."

(3) In every lesson "the grand elemental principle of pleasure" (Wordsworth) should be present in the children's work, and the teacher should take part in the pleasure.

(4) (After an English History lesson).

The aim of Greek tragedy was to arouse the emotions of pity and fear. Our history lessons must arouse emotions—pity, admiration, etc., without this it is not true history teaching.

Sympathy arouses sympathy. Let not the teacher's sympathy be below that of her class. Guard against inertia and be alert, on the *qui vive*. Seed thoughts must be given in each lesson and the teacher must see that they are given. In P.N.E.U. schoolrooms the teacher seems to have less to do than elsewhere; let her see that that little which she has to do is done well. We must not sit down to do nothing because the children do the work.

(5) (*Plutarch's Lives*). Make each lesson a true lesson in citizenship by giving modern instances of old problems and bringing all into touch with the class.

(6) Be sure that each child in a class has her own book. We can always tell when each child has her own for she spells well. The teacher should not borrow a child's book in class, she should prepare her work and do without a book. She would be more alert and free to pass on her feelings to the class. The upshot of this criticism was the decree that henceforth the student giving a reading and narration crit. must do without a book, and we have since had two excellent ones where this was done.

The decoration of the class-room at the dance on Saturday surpassed everyone's highest expectation. The room was like a book of fairy stories—a witches' cave in which the class-room fire burned red, a corner of snow and ice, a woodland scene and countless other delights were made ready for us, and the juniors themselves were mostly characters from fairy stories. The dining-room, with the tables arranged as they were on Conference Sunday, were beautifully decorated by the Pros. Miss Mason came in to supper and when it was over some of the students were called on for speeches.

As I write this the sounds of hammering come from the verandah. We have practical witness that our hours at Scale How are few. We wish our successors and especially Miss Peacey and Miss Roger (the new S.M. and J.M.) a very happy and successful senior year.

Yours for the last time,
THE PRESENT SENIORS.

House of Education,
Ambleside,

DEAR EDITOR,

We are revising our students' list and as salaries are changing so I should be very grateful if every student would let me know her present salary by January 31st.

Yours, etc.,
E. KITCHING (Secretary).