



From a photo by]

[A. B. Hughes.

OFFICES OF THE SCHOOL BOARD FOR LONDON, SHOWING THE STATUE TO THE LATE
RIGHT HON. W. E. FORSTER.

THE LONDON SCHOOL BOARD AT WORK : EDUCATING HALF A MILLION CHILDREN.

BY ROBERT DONALD.

Illustrated by Photographs specially taken for the WINDSOR MAGAZINE.



LN large districts of London the monotonous expanse of dingy brick houses is only relieved by church spires (which differ as much in style as the sects do in religion which worship in them) and the high imposing buildings of the School Board, which are always easily identified. The schools assert themselves in every district of the metropolis, but more particularly in the East-End and in the working-class quarters of the south, where they tower above the dead level of the houses and the forest of chimney-tops. The

contrast suggests the object of the schools, which is to elevate the rising generation, to rescue them from ignorance and its evils; and train them for the battle of life and their duties as citizens.

Few people not brought into direct contact with the London School Board have any conception of the magnitude of its work. It is the greatest educational organisation under an elective authority in the world. The extent of its institutions, in their purely material aspects, is enormous. The sites upon which the schools stand have cost more than three millions sterling; the

buildings have cost twice as much to erect; and the Board's total capital expenditure—more than represented in actual assets—exceeds ten millions. Its annual expenditure is now nearing three millions, the salaries of the teachers alone coming to over a million a year. To renovate and repair the school buildings involves an annual outlay of £90,000, and the buying, storing and distribution of all the material and apparatus used in the schools is in itself a huge undertaking. Every year the books, stationery, apparatus, tools, implements and utensils sent to the schools weigh two thousand tons, and the annual turn-over of the stores department is valued at over £66,000.

The education of half a million children would require only a simple organisation if the children were all of the same character, and required the same instruction. But it is the diversity of the School Board's institutions which increases the difficulties of its work. Besides maintaining separate centres for teaching cookery, laundry-work, and housewifery, the Board has to make special provision for the instruction of the blind, the deaf and the dumb; of children who are either physically or mentally defective; of truants who are lazy or unmanageable; and of children who are developing criminal tendencies. Then there are the evening continuation schools, held at three hundred centres, and special schools for the instruction of future teachers. So comprehensive is the Board's work that it receives all classes into its schools, from children of three to young men over twenty. To carry on this work an army of officials—superintendents, inspectors, visitors, school-keepers—are constantly employed, and the teaching staff, with the

pupil-teachers, numbers ten thousand. The control of this vast undertaking is vested by the public in fifty-five ladies and gentlemen who are proud of the letters M.L.S.B. after their names. But it is too much to assume that they can supervise the details of administration. They delegate the details of school management to boards of local managers, appointed by the divisional members, who in themselves form committees in

each electoral division.

Every group of three schools has its board of local managers, whose duties are to nominate the assistant teachers, to take part in the selection of head teachers, and by personal supervision to watch over the working of the schools. There are two thousand local managers in London, and these men form a connecting link between parents, children and teachers, on the one hand, and children, teachers and School Board, on the other.

Before dealing with some features of school life in the metropolis, I will notice briefly the growth of the Board's work. When the Board was established in 1871 there were only 261,158 places available in efficient schools to accommodate a school population of 574,693. There was therefore

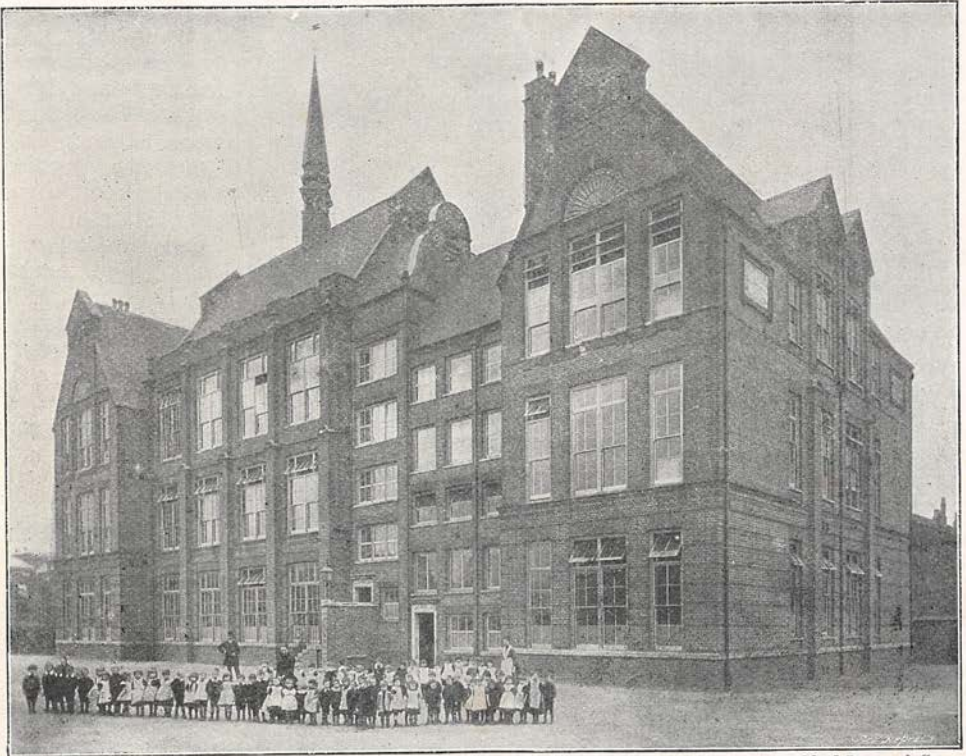
plenty of scope for the new organisation. Its aim has been "a place for every child, and every child in its place"; but this ideal has never been realised so far as school attendance is concerned. The Board has supplanted many voluntary schools; it has always a dozen new schools in course of erection, as many more planned, and sites secured for others; but still it never gets abreast of the increasing child population; there is never a place for every child. Although £46,000 is spent every year in enforcing attendance, all children never seek



THE MARQUIS OF LONDONDERRY, K.G.
Present Chairman of the School Board for London.
(Reproduced by kind permission from "Vanity Fair.")

places at the same time. The number on the roll is less than the available school population, and the average attendance is 20 per cent. less than the number on the roll. The total school population in London last year was 826,371—more than the population of the second largest city in the kingdom. By this time the number has probably increased to 840,000. The Education Department allows a deduction of $12\frac{1}{2}$ per cent. in calculating the number of school places required. The existing places for the above

only by the increase in the number of pupils, but also by the expansion of the curriculum. Many subjects have been added to the code, and the Board shares in the responsibility for the enlargement of its duties, as in more than one direction it has been a pioneer. It began by adding needlework, then came cookery, science lectures, mechanics, laundry-work, housewifery, special instruction for defective children, schools for the blind, the deaf and the dumb, manual instruction in wood



From a photo by

[Bedford Lemere & Co.]

COBURG ROAD SCHOOL, OLD KENT ROAD.
Accommodates 1203; erected in 1886; cost £12,163.

school population were last year 728,772, and 60,000 additional places were projected. The School Board, while it is responsible for seeing that the means of education in efficient schools exists for all, is not called upon to provide all the schools. It is assisted by the great voluntary agencies, which own more than half the thousand schools in London, and educate one-third of the children. The Board Schools, at the end of the last school year, had 498,303 on their registers.

The work of the Board has grown, not

and metal work, chemical laboratories, and so on, until the term elementary instruction bears a much wider significance than was originally contemplated. There is a good deal of elasticity about the course of instruction; it is shaped partly according to the capacity of the children, and is partly dependent on the scheme adopted by the head teachers.

The London schools are nearly all erected on the same principle. The plans differ as they are affected by the formation of the site, and the style is slightly varied by the

Board's architect, Mr. Bailey, who has designed over two hundred schools, but the same general principles are followed. All the modern schools consist of three floors and three departments: the infants are on the ground floor, the girls on the first floor, and the boys on the second. There is a large hall on each floor which holds from six to seven hundred children. The largest school, and one of the best type, is the "Hugh Myddelton" in Clerkenwell, which was opened by the Prince of Wales in 1893. It has accommodation for over two thousand children. Nothing could better exemplify the revolution which education has brought about than this school, as it rests on the basement walls of the old Clerkenwell prison. Some of the old cells may still be seen. This displacement of prison for school realises the prediction in *Punch* fifty years ago, that the free school would empty the county gaol. Said *Punch* :—

Preacher Prison that frowns so gloomy

On poor society's errors,
Holds the kind of discourse
Whose heavenward force
Springs all from torments and terrors.

But Saint School hath a milder aspect,

And preaches a gentler lesson,
Still making sweet
To the wayfarers' feet
The road she would have them
press on.

So, as on to stern Preacher Prison
The young congregations journey,
Saint School stops the
crowd,

While Prison aloud
Invokes jury, judge and attorney.

Saint School's parting shot at Preacher Prison was—

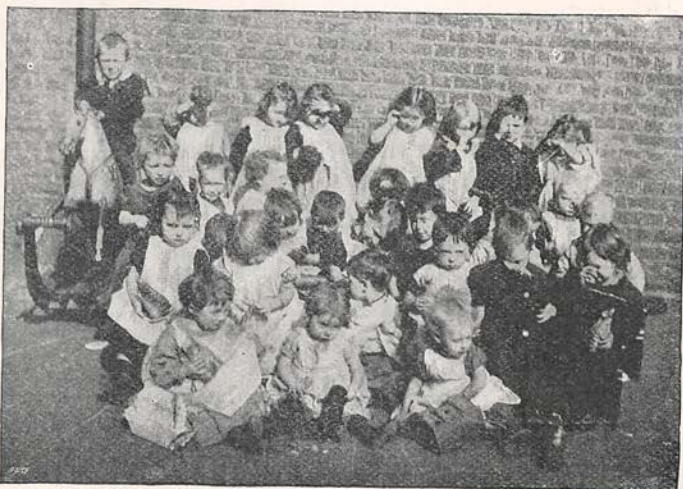
But at last I am growing the fashion,
Despite the scoffers and sneerers,
So look to your shop,
For I don't mean to stop
Till I've drained it of two-thirds of your hearers.

It was a happy thought of the School Board to erect the "Hugh Myddelton" School on this prison site. The contrast should have an elevating influence on the young who are being educated above the disused cells.

Before leaving the school buildings it may be noted that while the architect endeavours to give them a little architectural adornment the Board brightens up the halls

and the class-rooms with suitable pictures. School is made a pleasant place for the children.

Although the compulsory school age does not begin until five the London Board opens its schools to younger children. There are 50,000 children between three and five on its books. Many of them are mere babies to whom the school is a day nursery. At one or two schools—as at Orange Street in the Borough—babies under three are received, dolls and toys are provided for them, and at three they are introduced to their letters. They are given cardboard letters to play with, and soon begin to make letters out of bits of cardboard cut for the purpose. Then they get their first lessons in arithmetic with wooden sheep and dogs, and so on. The schools have a very complete



From a photo by]

[A. B. Hughes.

A GROUP OF THE BABIES AT ORANGE STREET BOARD SCHOOL.

kindergarten equipment, and under skilful teaching lessons take the form of amusement. They are taught singing at an early age, and by-and-bye are given object-lessons in the phenomena of nature and common life. They are taught to use their hands as well as their eyes, and to make toy-baskets of beads, and birds of wool, and flowers of paper. They advance through cardboard work, macramé work, to modelling apples with clay, and then are trained to some extent in colour and design. Geography is taught in the babies' school by pictures and stories, and the teachers use the blackboard largely for the purposes of illustration, drawing a picture to accompany a line of poetry, and explaining by this pictorial

process the objects of nature. There is a trough of water at some of the schools, which serves to give the children demonstrations in navigation, and occasionally it is filled with sand so that they can imagine themselves sappers and miners of the seashore. The kindergarten games and action-songs are another pretty feature of life in the infants' department and afford the greatest enjoyment. The nursery rhymes are sung to the accompaniment of a piano and action and gesture are made to suit the words. A cantata, "The Seasons," for instance, is performed with the children dressed in character to suggest Spring,

the gutter or, what is equally bad for their health, they would be closed up in a small dark tenement while their mothers go out to work, or perhaps an elder child is kept from school to nurse them. At any rate many of the children of the poor, if they were not at school, would be contracting bad habits or disease. At school they are taught to be clean and orderly, and they imbibe the rudiments of education. No doubt some people shirk their parental responsibilities and send babies to school in order to get rid of them for the day, but one has to consider the general result and the effect on children of the school life.



From a photo by]

[A. B. Hughes.

AN ACTION SONG IN A BOARD SCHOOL :

"Jack fell down and broke his crown, and Jill came tumbling after."

(Reproduced by kind permission of Novello & Co.)

Summer, Autumn and Winter, including Father Christmas. "Jack and Jill" becomes a little drama, in which Jack goes to an imaginary pump with a real pail and has a sham fall while all the class come "tumbling after," as is seen in the photograph here reproduced of a performance at Fleet Board School, Hampstead. There is a great deal of variety, cheerfulness and innocent enjoyment in the infants' school.

Before the grumbling ratepayer asks what are these small children—many of them, as we have said, between three and five—doing at school, he should just reflect on what they would be doing if they were not at school. Most of them would probably be playing in

Children in the infants' department, when they reach the age of seven, pass on to the girls' and the boys' schools. We will not follow them through the routine of their instruction. Besides the ordinary elementary subjects some take up "specific subjects," notably mechanics, algebra, animal physiology, French, shorthand, bookkeeping and electricity, etc. The girls favour domestic economy, French and animal physiology among the specific subjects. We are more interested however in the branches of school training which has the most practical influence on the children—in those subjects which directly equip them for the duties in life. There are cookery and laundry lessons

for girls, for instance. The housewives of the working classes—and of others too—are sadly in need of lessons in cookery. They are not, as a rule, economical cooks, and they do not always distinguish between boiling a dish and cooking it. Recognising the scope for instruction in this neglected art, the School Board in 1874 began experimental classes. A more comprehensive scheme was adopted in 1878, and several special class-rooms, technically known as cookery centres, were erected in school playgrounds. There are now 150 of these specially constructed centres, well fitted with cooking appliances and utensils. A staff of skilled instructors are engaged, and every year 40,000 girls receive twenty-two lessons in practical cookery. All girls over ten in standards four and five have to take four courses in cookery—each one consisting of twenty lessons. The courses are most comprehensive. All kinds of dishes are cooked—plain fare for working men, more fancy dishes, and dainty pastry, and “invalid dishes.” It is necessary to make the syllabus comprehensive and to teach the children how to make other dishes than those they may be accustomed to in their own homes, or else they would never understand the science and art of cookery. The system of instruction is essentially practical. The girls are first taught the chemistry of the kitchen. Then the teachers give a “demonstration,” cooking and talking for an hour. Having seen the dishes made and heard the explanations the girls have then to make them under the superintendence of the instructor.

In order that everyone may practise the classes are small. There is no difficulty in disposing of the food after it is cooked. It is sold to the teachers and the scholars. When the cookery classes were first instituted the mothers were shy of them. There was a scarcity of pupils. But the mothers soon recognised the usefulness of the classes, and are now anxious that their daughters should attend. The cookery classes, we should add, are carried on without interrupting the other work of the girls.

The inspector of the cookery exhibits at “Hugh Myddelton” School a few months ago paid the Board a high compliment by reporting as follows :—

I have seen and judged cookery exhibitions and exhibits for the last ten years in almost every part of England and the Continent, but have never met with so many really good specimens of homely dishes prepared by children as I found at the “Hugh Myddelton” School. I feel that the whole set of cookery exhibits

reflect the greatest credit on the pupils and their teachers, and I must compliment the committee and teachers upon the success in this direction.

Having passed through the cookery centre the girls take up another equally useful branch of housewifery—laundry work. This is a much later development. It was started experimentally in 1889 by the joint committee of the School Board, the City and Guilds of London Institute, and the Drapers’ Company. It was not until 1890 that the subject was incorporated in the Education Code, and that the Board was free to organise it on a large scale. There are now over a hundred centres in existence and sanctioned. They are small buildings in the playgrounds, each with accommodation only for fourteen children. There is no luxury about a school laundry, but it is well adapted for practical work. There is no machinery except a mangle. All the work is done with appliances which may be found in any working man’s home. As in the case of cookery, the girls do not simply look on; they do the work. They are encouraged to bring garments from home, so that their parents may receive evidence of their progress.

The education of the little housewives is completed with a course of instruction in housewifery. This interesting branch has been carried on by the joint committee already referred to and the Board now contemplates a large extension of the work. There is no more important feature in the school education of girls than this effort to impart a practical knowledge of domestic work. The housewifery lessons are for the elder girls who are just about to leave school, and its object is to make them useful in their own homes, and to pass them through a kind of apprenticeship for domestic service. The lessons are carried on in a house furnished as nearly as possible on the scale of a well-to-do workman’s home. There are no luxuries, of course, but everything is there which is necessary to make a home comfortable. The house which I visited, under the guidance of Mrs. Lord, the superintendent, who has been the leading organiser of housewifery, was in the playground of a school in the heart of the working-class district of Walworth. It contained very small rooms, with numerous little housemaids flitting about, tidying, cleaning, dusting and going through the whole round of domestic labour. They wore neat pinafores and caps and evidently took an intelligent interest in their work.

The course of instruction begins with

lessons in the uninviting but vital subject of drainage. The girls can write little treatises on house sanitation. One of the first items in the syllabus is "The science or theory of fire lighting." This is a portentous subject. Lighting a fire is not a light matter. The girls, like other people who are unaccustomed to fire lighting, at first show a great capacity to dirty themselves and to waste fuel, producing smoke without getting any heat. They are bound to practise under the eyes and direction of experts in the "science," and as they repeat the practice at home, soon become proficient. Every detail of household work in a poor household is gone through. Everything is plain and business-like. Economy is taught in various ways. Furniture polish, for instance, is made by the girls themselves, and the recipe

The fact that nearly half the fires in London are caused by lamp accidents shows the importance of this lesson.

In the third stage we come to "some practical rules for promoting health and happiness in the home," which touch upon the higher duties of the housewife. Here are samples of the lessons:—

Thrift.—The necessity of saving. Some safe ways of investing money, such as are offered through the Post Office.

Personal cleanliness and home tidiness; necessity of, aids to, and advantages from.

Recreation; its various forms. The best forms of exercise, and their effect upon the body. Recreation of the mind; its necessity and effects.

The whole duty of the housewife is comprised in the course of instruction, and the teachers are assured by mothers that the training has a lasting effect.

While the girls receive instruction which bears directly on their future duties in life, the boys are also receiving special training to fit them to enter the crafts and professions, although the boys' instruction is more general. They are not trained with the view of any particular occupation, but obtain such tuition and practice as will be useful to them in any trade they may



From a photo by)

[A. B. Hughes.

A CLASS IN WOOD-WORKING AT THE "HUGH MYDDELTON" SCHOOL.

for making this and other articles given to them. The practical character of the instruction may be gathered from the following examples of lessons:—

The principles involved in the variety and selection of foods; their preparation and arrangement for meals; importance of regularity in meals; rules for eating, and behaviour at table. Directions and practice in setting the dinner-table.

Tidying the kitchen. Rules for the tea-table. Making the tea. Washing dishes, glass, pots and pans.

The above are two of the nine lessons in the first course. Here are several from the second stage:—

Blackleading a grate, cleaning fender and fire-irons, both steel and brass.

Cleaning a sitting-room. Sweeping a carpeted floor. Directions for cleaning linoleum and oilcloth.

Brushing of furniture. How to make furniture polish. Directions for polishing of furniture.

Cleaning lamps. Precautions in using lamps and oils. Suitable lamps. How to put out a fire from a lamp being upset.

enter. Much attention, for instance, is given to drawing, practical geometry, modelling, shading, designing and colour work. The girls are not precluded from drawing, but it is mainly a boy's subject, and in some schools it is substituted for grammar in the higher standards—a popular innovation. Mechanics is another boy's subject and is taught at forty centres. Boys are drafted from several schools to a centre which is fitted up with apparatus and specimens. There is manual training in woodwork for boys, carried on at seventy-two centres capable of accommodating eleven thousand pupils. The centres are well-equipped carpenters' shops, and under the direction of practical foremen the boys make small articles according to designs and models submitted to them. It is not intended that this work should initiate the boys into any wood-working industry, it is



From a photo by]

[A. B. Hughes.

BOYS AS THEY ARRIVE AT THE TRUANT SCHOOL.

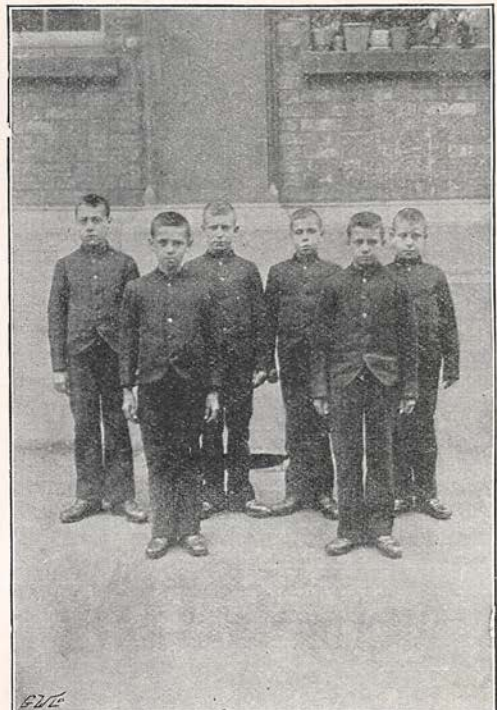
simply for the training of the hand and eye. The photograph which we reproduce shows a wood-working centre with deaf and dumb boys at work. The joint committee assists the Board in carrying on this work, another branch of which is manual training in metal work. Again, articles are made according to design and model.

The importance of physical training in the schools is not overlooked. Every day exercises are performed in the large halls or in the playgrounds. There are no gymnasias. Apparatus formerly in use in the playgrounds has been removed owing to the number of accidents it caused, but the system of drill and exercise adopted, although gone through without any apparatus, brings every muscle into play and secures harmonious development of the body. It is carried on with a precision of movement as perfect as in military drill. The boys enter and leave their class-rooms in perfect order, and form up in line and execute movements with ease and promptitude. In connection with schools there are as a rule cricket and football clubs, organised by the teachers, but not receiving official recognition from the Board. Provision is also made for teaching the

children—both sexes—to swim. The girls have their drill exercises like the boys, and there is no prettier sight in connection with the school life than the annual competition in drill, when schools are pitted against each other for rewards.

In the ranks of the scholars there are some who come to the front and find facilities for progress in the higher grade schools; there are others who from mental deficiency, indolence, laziness, or truancy fall to the rear. They may fall behind, but they are not forgotten. The feeble and the physically or mentally defective receive indulgent care at the hands of special teachers in small schools detached from the main buildings. In these schools are found children of thirteen making futile attempts to master the alphabet, or to overcome the rudiments of arithmetic. Occasionally, although it may be impossible to drive anything into their heads, they are capable of making neat articles with their hands. They are a most hopeless class, bordering on imbecility, but the Board's indulgent system of training in some cases makes them less unfit to face the world.

The truants are treated differently. They



From a photo by]

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BOYS AFTER TRAINING AT THE TRUANT SCHOOL.



From a photo by]

MR. J. R. DIGGLE.

[Alfred Ellis.

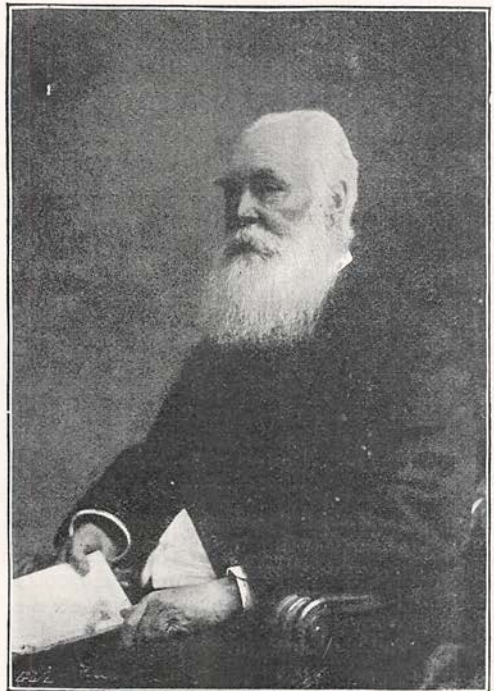
(Ex-Chairman of the School Board for London.)

are the bad boys, juvenile rebels against order and society. The Board spends £46,000 every year in enforcing regular attendance, but sometimes the neglectful parents have lost control over their refractory children. Punishing the parent does not always bring the desired result, and then the delinquents are sent to the truant schools. The Board maintains two such institutions where the young ragamuffins are subjected to a vigorous course of discipline. Three hours' work at shoemaking, baking, tailoring, or some other industries, followed with a round of lessons and several hours' drill every day soon brings about a change. Many of the arabs are transformed in six weeks, and are sent back to the ordinary day-school. A worse class are those who find their way to the industrial schools, on account of the criminal propensities which they manifest, or through begging, keeping company with thieves, or on the ground that they are beyond parental control. There is a training-ship, the *Shaftesbury*, in the estuary of the Thames, and schools at Brentford for dealing with this lowest grade. They are taught trades, seamanship and music. Children are usually only temporarily confined to truant schools, but they stay between two

and three years in industrial schools. The average number under "treatment" in these institutions is about three thousand.

Special instruction for the deaf and dumb was begun in 1874 and is now carried on at nearly twenty centres. The mute are taught to speak by the "dual" or lip-reading system, and receive instruction in elementary subjects, in drawing, cookery, manual training, in woodwork, etc. There are over 500 pupils. Some of the deaf and dumb children are boarded out at homes in the country. Instruction is also given to blind children, some of whom are also boarded out, and between one and two hundred educated by the Board.

I have refrained from dealing with the delicate and controversial question of religious instruction. The famous "circular," which was intended, according to its authors, only to insure that the teaching was Christian, and interpreted by its opponents to mean the introduction of creed and dogma, has not altered the system of religious lessons. The Board gives the children moral training in other directions; it inculcates the principles of temperance, honesty, truthfulness and thrift. Its penny savings banks have 20,000 depositors and receive every



From a photo by]

GENERAL MOBERLY.

[Elliott & Fry.

(Vice-Chairman of the London School Board.)

year between £8000 and £9000, and at the end of the year have, after withdrawals, a balance of £3000.

We have now seen the extent and variety



From a photo by]

[Macey, Hampstead.

MISS DAVENPORT-HILL.

of the vast system of elementary education carried on by the London School Board. Education is provided for all without fees; but although all schools and classes are absolutely free, the whole of the cost does not fall upon the ratepayers. The grants which the Board receives from the imperial authorities lessens considerably the local burden. The Government grant per child is 19s. 11 $\frac{3}{4}$ d.; the fee grants 9s. 10d. per child; and other grants, including those from the Science and Art department, 11d. per child, making a total income of 30s. 4d. The "earning" power of the London scholars is much above the average. As the total cost of the education is 74s. 5d. per child, the net charge on the ratepayers of London is 44s. 1d.

To supervise a work of such magnitude as that carried on by the Board is no easy task. For administrative purposes the Board is divided into six general committees, connected with which there are numerous sub-committees. Nearly a thousand meetings are held every year, and industrious members, like Mr. J. R. Diggle, General Moberly and Mr. Graham Wallas, attend more than an average of a meeting for every day of the year. Many distinguished men and women

have belonged to the Board, but for average ability and character that body was never higher than it is to-day. Lord Londonderry makes an admirable chairman. He enjoys the confidence of all the members, always gives wise counsel when his advice is asked, but never meddles in contentious matters; does not vote in committees or take sides in debates. He maintains his position with dignity, and shows an earnest interest to advance the work of the Board. General Moberly, the vice-chairman, is a most painstaking, hard-working member. He distributes his attention over all departments, but is especially devoted to improving the education of the most helpless class under the care of the Board. The two most prominent members of the present and the two previous Boards are Mr. J. R. Diggle and the Hon. Lyulph Stanley. They are the leaders of the respective sections. Mr. Diggle has devoted the best years of his life to the London School Board. For nine years he occupied the chair and was as regular in his attendance at the Board offices as any official. His capacity for work is prodigious, and he is seen with equal advantage in handling administrative business, in his conduct in the chair and in debate. He is the ablest all round debater on the Board, and he displays those qualities which statesmen admire, and which would soon distinguish him "in another House." Mr. Stanley is of a somewhat different stamp, but is an equally important member. His superabundant energy would not permit him to settle down to routine administrative work in an office.



From a photo by]

[Russell.

MRS. HOMAN.

His energy is the marvel of his friends and opponents alike. He seems to live on agenda papers and reports. Nothing escapes



From a photo by]

[Russell.

MRS. FREDERICK MAITLAND.

his vigilant eye. He carries in his extraordinary memory the structural details of schools as well as the educational arrangements. He knows the whole questions which a committee is to discuss before he joins its meeting, and is always on the alert to detect mistakes and trip up unwary members. He is impetuous at times, and his restless energy leads him to explosive outbursts which have not always a mollifying effect on a heated debate, but for keen intellectual acuteness he is unequalled.

The London Board has had many notable women among its members. Miss Helen Taylor, niece of John Stuart Mill, was for several years an active worker; Mrs. Annie Besant for three years exercised a considerable influence on some features of the Board's policy. But the lady member who has the longest record for quiet unassuming good work is Miss Davenport-Hill, who still sits as a representative of the City, as she has done for seventeen years. During most of that time Miss Davenport-Hill has been more particularly associated with the teaching of cookery, and the work of the industrial

schools. She does not often speak, but she is regular in attendance, and the most heated debate does not disturb her equanimity or detract her attention from her knitting, which she pursues with nimble fingers. Mrs. Homan is another notable lady member who has made her mark on the Board. She now presides over the cookery committee. Miss Eve is a quiet member, whose good work is highly appreciated, and Mrs. Maitland is also a most useful member. Among the other members of the present Board may be mentioned Dr. Angus, who was a member of the first Board, and is the father of the present one; the Duke of Newcastle, who sits for the City; Viscount Morpeth, nephew of the Earl of Carlisle, who acts as a Progressive whip; and Mr. Evelyn Cecil, nephew of Lord Salisbury. The Rev. Stewart Headlam is a fine specimen of the industrious member, and the extension of evening classes is largely due to his advocacy. Mr. Graham Wallas entered as a new member fully equipped for the work, and has thrown himself into it with zeal. The Rev. Copeland Bowie is one of the militant Progressives—an energetic member, who acts as senior Progressive whip. The interests of the teachers are ably looked after by Mr. T. J. Macnamara, president of the National Teachers Association, and by Mr. T. Gautrey, the secretary of the London teachers. The Rev. Arthur Jephson is a good type of the Radical or Progressive parson, and other members who should be included among the most active workers are Mr. Edmund Barnes, Mr. Cyril Jackson, Mr. G. L. Bruce, Mr. G. C. Whiteley, Mr. W. H. Key (the Board's chancellor of the exchequer), Mr. F. Davies, Mr. John Sinclair, and Mr. C. P. Trevelyan. Altogether the



MR. G. H. CROAD.

(Clerk to the School Board for London.)

people of London have a thoroughly capable School Board, which carries on its heavy duties with credit to itself and incalculable good to the rising generation.