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IS MODERN EDUCATION PREPARING FOR WAR.

By NICOLAS WOOD, M.A.

Lecture held at the Foyer Suisse, Sunday, 2nd October, 1932.

I was educated at a very good Grammar School in a West of England town, just before the Great War. The teaching of history in my school was chiefly concerned with the military and naval achievements of my country, and it was not until I reached the University that I learnt for instance, of the existence of the Holy Roman Empire, and the history and development of other European countries. The same applied to geography.

Although the War hastened the birth of the institution called the League of Nations, it is quite certain that this sort of institution was bound to come into existence, even had there been no War. Ever since Stevenson put his first railway engine on the lines the old world order begun to totter and fall. Through the Industrial Revolution of the last century, and the inventions of the telegraph, telephone and wireless, all countries, even those in the most distant parts of the globe, have come into closer relationship and contact with each other. Mankind has slowly but surely outgrown the state of tribal consciousness and has come to realise the great truth that all the families of the earth were created of one blood.

The support the League of Nations received in the first years of its formation was chiefly on emotional grounds: the millions who had tasted the horrors of war and were anxious to find a better way than war.

There is a far deeper *raison d'être* of the League and a far more lasting foundation for it and that is the growing unity of the world.

Most people have the idea that the League merely exists to settle quarrels and disputes between nations and if you asked the man in the street how many nations are really members of that body, not one in a hundred would be able to give you the correct answer. Even greater ignorance exists as regards the activities, and most living people have no idea of the volume of spade work that is being done behind the scenes at Geneva. One central fact, however, should again be mentioned and that is, the League of Nations Assembly and Council can only move forward in any direction as far as the separate and individual governments making up the League are ready to go. Further than that it has no power. We have in the League the greatest living organism yet devised by men for the co-operation of nations in all matters which affect the every day social conditions of the peoples of the world. There are for instance, the activities of the League through its Health Organisation, its Financial and Economic Section, its committees on Communications and Transit, on the Control of the drug traffic, on the suppression of traffic in women and children, on slavery and on the Intellectual Co-operation.

This co-operation on educational grounds was first brought before the League by a lady of the British delegation in 1923 and the following resolution was unanimously adopted:—

"The Assembly urges the Governments of the States Members to arrange that the children and youth in their respective countries where such teaching is not given be made aware of the existence and aims of the League of Nations and the terms of the Covenant."

Children of to-day are the citizens of tomorrow, and if the manners of the children of to-day are the morals of the parents of to-morrow, it follows that if you wish to stop the horrors of future wars you must bring home to the children the folly of war.

War must be presented as out-of-date and terribly wasteful. We all agree that an European war is not possible to-day so long as there are so many people alive who have a personal experience of the last war. But there is the even stronger reason that to-day the countries of Europe have not got the money to go to war. But this state of things will pass; already the young men of to-day have forgotten. The present depression in the economic life of the world will come to an end. Only an educated social conscience will then make war impossible, and to create that conscience in the children is one of the great duties of adults.

Human nature is such that it will adapt itself. Duelling has been made illegal.

Slavery has been abolished.

War must be outlawed and can be banned from humanity through education.

Out of the 56 countries forming the League of Nations, 40 countries have actually given effect to the resolution of 1923. As far as England and Scotland are concerned, the Board of Education convened a conference in 1927 which was attended

by 600 representatives of educational authorities. A memorandum on the Schools of Britain and the Peace of the World was published, embodying definite teaching of history and geography on League lines.

Pupils are led to realise the conditions of life, as well of individuals as of communities, among the nations of the world, and especially among those peoples with whom we in Great Britain have most in common; and proper emphasis is laid upon the economic interdependence of the Great Society now almost world-wide, of which we form part.

The body of knowledge with which we are concerned extends, as we have said, beyond history and geography to all the subjects taught in school. Thus, for example, all the element of our English speech, like all the elements of our blood, come from abroad. Our modern science is international in origin. And so with art: the great styles of English architecture — Saxon, Norman, Gothic and Renaissance — all come from overseas: they are little chips of the great European block.

We recognise that new knowledge alone, without some change of feeling and of purpose, will not suffice to make international co-operation the normal method of conducting world affairs. A sense of world citizenship has to be created.

Along with the change of feeling towards this wider loyalty we want to see a change of purpose: a will to seek first the welfare of the world-wide society of mankind.

In conclusion, I would answer the question "Is modern education preparing for war?" with an emphatic "No!" so far as this country is concerned.

I maintain that our educational system of to-day is preparing the way for greater international co-operation and World peace.

UNE NOUVELLE SOURCE D'ENERGIE ELECTRIQUE: LE LAC ARTIFICIEL DU GRIMSEL.

Quoique trois fois plus important que le lac artificiel de Barberine, celui du Grimsel dont le pourtour est de cinq kilomètres et la profondeur maximum d'une centaine de mètres, n'a pas eu peur de défrayer la chronique comme son aîné. Le bassin d'accumulation principal du Grimsel a été réalisé par la fermeture d'anciennes cuvettes glaciaires dans lesquelles se trouvaient deux petits lacs actuellement submergés de même que l'ancien hospice qui était situé à 1877 mètres d'altitude.

Pour la création de ce lac, qui contient 100 millions de mètres cubes d'eau (Barberine 33 millions), deux barrages ont été nécessaires, dont le principal, celui de la "Spitalamm," intercepte la source même de l'Aar provenant du massif du Finsteraarhorn, c'est-à-dire du glacier inférieur de l'Aar. Ce barrage atteint une hauteur de 100 mètres; ses fondations, construites dans le granit (protogine), descendent jusqu'à la cote 1800; au niveau de la retenue supérieure la largeur de la gorge est de 180 mètres. C'est un mur à résistance combinée, c'est-à-dire résistant à la fois comme mur-poids et voûte horizontale. Sa maçonnerie a nécessité 340,000 mètres cubes de béton coulé. Le sable et le gravier nécessaires ont été extraits du lit de l'Aar, auprès du barrage.

Le barrage auxiliaire de la "Seentferegg," qui ferme l'extrémité Est du bassin, est un mur de gravité rectiligne de 58,000 mètres cubes de béton. Son couronnement de 290 mètres de longueur est utilisé comme chemin d'accès de la nouvelle route du Grimsel à la maison du gardien du barrage et au nouvel hospice construit sur la colline du "Nollen."

Le bassin principal du Grimsel est relié à un bassin secondaire, situé en aval, le lac de Gelmer, par une galerie de communications. Ce tunnel, long de 4 km, 500, suit le flanc droit de la vallée et traverse très favorablement la roche, à peu près perpendiculairement à la direction des couches.

Le lac de Gelmer, qui est alimenté par les eaux provenant du Galenstock et des Gelmerhörner, ainsi que par le lac du Grimsel, a aussi nécessité l'érection d'un barrage résistant par son propre poids de 78,000 mètres cubes de béton armé et dont la longueur de couronnement est de 385 mètres. Ce barrage s'aperçoit fort bien de la route du Grimsel en passant près des gorges de la Handeck.

L'eau du bassin de Gelmer est amenée par une galerie de 500 mètres de longueur, à la chambre de mise en charge et, depuis celle-ci, à la centrale de la Handeck par un puits en charge de 1000 mètres de longueur.

La réalisation du projet de M. A. Kaech, ingénieur, cet avantage que la même eau peut être utilisée trois fois (Handeck, Boden et Innertkirchen) et permettra une production d'énergie, mesurée sur les barres de 150 kv, de la station d'Innertkirchen, de 538 millions de kwh.

Le coût total des travaux s'éleva à 82 millions de francs.

L.H.

"LA PLOTA"

BOARDING SCHOOL FOR GIRLS.

We wish to direct the attention of our readers to the finishing school of Mesdemoiselles Berthoud at Neuchâtel.

The following subjects are taught: French in all its branches. History, Geography, History of Arts, Modern languages, German, Italian, Spanish, Music, Painting, Handicrafts, Art needlework, Dressmaking, Drill, Commercial Branches, Domestic Economy. There are 3 Subdivisions: A. Literary Section; B. Commercial Section; C. Domestic Economy Section.

In every subdivision the French language is the principal subject; it is thoroughly taught and includes: Grammar Dictation, Reading, Elocution, Literature, Composition, Correspondence, History, Geography.

In the Section A., the tuition includes also: either German or Italian as well as History of Arts and Lectures on different subjects.

In the Section B, the following Commercial branches are taught: Bookkeeping, Commercial, Correspondence in French, Typewriting and if desired French Shorthand.

Section C., includes: Cookery classes, Ironing Cutting out and Dressmaking.

Work proceeds by a carefully regulated time table which is adapted to the requirement of individual girls.

La Plota offers many opportunities to practise Sport in every season. In Summer: Bathing and Swimming in the lake, Boating, Tennis, Excursions, Climbing. In Winter: Skiing, Skating, Lugeing. Summer and Winter: daily drill exercises.

January, July and August are spent at *Les Diablerets* 1173 meters in the Ormonts Valley, a charming alpine resort where Mesdemoiselles Berthoud have a very comfortable Chalet. During these sojourns, sport and open air life come first. Lessons are interrupted with the exception of some French classes.

At Easter, the girls having their parents' consent, may join the tour arranged by Mesdemoiselles Berthoud either in France or Italy.

The house "La Plota" stands in a beautiful garden in the higher part of the town, close to the woods, within 10 minutes walk from the centre of the town. This pleasant and healthy situation is very appreciable. The view from "La Plota" over the lake of Neuchâtel and the Alps is most attractive.

The house is provided with every modern comfort. The same: Electricity, Bathroom, Central heating and perfect sanitary arrangements are also to be found in the Chalet at *Les Diablerets*.

LETZTER WUNSCH.

VON HEINRICH ANACKER.

Wenn mein Leben einst erfüllt ist,
Alle Lustbegehrt gestillt ist,
Bleibt ein letzter Wunsch noch steh'n:
Lass mich, Gott, schon nah dem Ziele,
Einmal noch die Farbenspiele
Des verglüh'nden Abends seh'n!
Lass mich feuchten Blickes schauen,
Wie am Himmel, in den Fluten
Mit dem milden, kühlen Blauen
Sich vermählen rote Gluten:
Wie die buntengetünnten Schleier
Auf den stillen Wassern schweben,
Und in heil'ger Schönheit Feier
In den Lüften sich verweben.
Wenn die Farben dann verblasst sind,
Land und Meer von Nacht umfasst sind,
Wenn das letzte Leuchten schwand,
Will ich gern von binnen fahren
Dankbewegt den Blick am klaren
Dämmerfahlen Himmelsrand...

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