

intelligence, who has had no practical experience of teaching, is more likely to hold crude and erroneous opinions. Many of these, it is to be hoped, will be corrected by the study of this book. The reader will find many brief sentences pregnant with important truths; sometimes the sentence may be a quotation, as in the case of Thring's definition of education (p. 172), or Faguet's description of literature (p. 104), or the extract from Peabody, on p. 81; at other times it may be the essayist's own contribution. We are glad to see that our national backwardness in the world of thought is frankly admitted; more recognition for intellectual merit is something definite to strive for. The fate of a Burns or a Milton has been repeated many times in the case of gifted men in other fields of art and learning. The remark of Bishop Creighton is quoted on p. 13; "An Englishman not only has no ideas; he hates an idea when he meets one." Viscount Bryce, in his introduction, speaks with more moderation: "There has been a drifting away from that respect for learning which was strong in the Middle Ages and lasted down into the eighteenth century." Dean Inge finds that pupils imbibe no respect for intellectual values at home, and find none among their school-fellows (p. 23, see too p. 30). Another essayist not only speaks in a similar strain, but adds: "Of late things have become worse. In the middle of the nineteenth century a perfunctory and superficial acquaintance with recent scientific discovery was not unusual among the upper classes, and the scientific world was occasionally visited even by the august. These slender connections have long since withered away" (pp. 122, 123). All this quite agrees with what we have ourselves observed. Among the points which we consider as deserving to be carefully weighed, we have noted the following: literary studies as an antidote to excessive commercialism (pp. 17, 30); the debasing of our language by "rubbishy newspapers" (p. 30); the starving of the spiritual nature as a possible cause of social unrest (p. 33); the subordination in our education of the element of pure and simple enjoyment (p. 42); education as an effective force in linking nations together (p. 94); the insistence on the essential fact of the diversity of faculties and interests in the schoolboy (p. 124); and the desirability of regular reading lessons (pp. 46, 47). The idea that Mathematics should be treated as a subject which need not, except in special cases, be carried beyond the rudiments (p. 143), is one which the present writer has sometimes ventured to advocate; it would give great relief to the educational time-table, and would do no harm so far as we can see. The following sentence also, disquieting though it is, tells us a truth which must be faced: "Uncomfortable as the reflection may be, it is not to be denied that the countries in which science has already attained the greatest influence and recognition in public affairs, are Germany and Japan, where the opinions of the ignorant are not invited" (p. 131).