

latter are accounted for by the formation of salt deposits during the Martian summer and the effect of drifting sand covering the ice formed during the winter. In such a desolate climate it is impossible that even the lowest form of animal life can exist.

Of the minor planets Venus alone possesses a climate capable of supporting low forms of life. The average temperature is calculated to be about 117°F. The atmosphere contains enormous masses of water vapour so that everything is dripping wet, while the temperature near the poles is not so high as to prevent a luxuriant vegetation. It would seem that conditions on Venus are now similar to those existing on the earth many millions of years ago, while in the desolation of Mars we may read the distant future of our own planet.

L. V. K.

CAMBRIDGE ESSAYS ON EDUCATION.

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The conclusion of the war has brought with it other problems besides the restoration of international relations on a new footing. Each individual nation will have to set its own house in order, and no one can resist the pressing call for a reconsideration of social and political questions.

In the case of England and the British Empire, the problem of education will have a prominent place, and it is a satisfaction to see that our educationists are fully alive to the possibilities of the future. The present book bears witness to the quickening of interest in this subject. It is a collection of essays on various aspects of education; all the writers are men of eminence and well qualified to speak in virtue of their experience as well as their attainments. The result, therefore, cannot fail to be a most welcome and useful addition to our educational literature. Every single one of the eleven essays ought to be thoroughly studied by teachers. If we may be allowed to select one from the others as deserving special attention, it is the essay by W. Bateson on *The Place of Science in Education*. It has been our experience that scientific men frequently have a broader outlook and a more enlightened conception of education than any of the other classes of writers who contribute to the literature of the subject. This may be due to the fact that successful methods in education, as in other things, are based upon experience, which is an essential element in scientific training. The resolute rejection of authority, of which Mr. Bateson speaks (p. 140), is not a universal attribute of the teacher.

There are few subjects about which there are so many misunderstandings as education, few subjects about which the man of more than average