

general and formless image, it smacks of impertinence to offer idle whimsies to a group of experts. I have a mental reflex when I meet a young man engaged in teaching, and almost involuntarily out come the questions: Have you read Milton's "Tractate"? Do you know Locke's "Thoughts"? Have you ever tried a boy on Montaigne's classical diet? What do you think of Petty's "Ergastula Literaria"? I know what he thinks of me at the close of a few minutes' conversation! But seriously, who does not envy the happy issue of the noble experiment in education made upon the person of the great essayist, whose influence may be seen in the contributions of Milton and Locke? I was glad to read a few months ago the strong tribute paid by Sir Henry Morris (*Lancet*, September 18th, 1915) to these two great English reformers.

May I for a moment in passing say a word or two about the fourth, Sir William Petty, whose "*Advice . . . to Mr. Samuel Hartlib for the advancement of some particular parts of learning*" touches us very closely to-day. It is interesting that it should have been addressed to the man—himself a great educational reformer—at whose request Milton published his "Tractate." When written, the country was in the midst of civil turmoil, with a larger proportion of the population fighting than at any period in its history until the