

1874, at Harrow. Cranleigh was what the English call a preparatory school, *i.e.*, a school where young pupils are prepared for the large public schools. Quick was called to Harrow just after the appearance of his "Educational Reformers." He was himself an old Harrovian, and had been a schoolmate of the head master, H. M. Butler, and it might have seemed that he had at last found his true field of work. But he lacked that agility of mind, that facility for turning off routine work, that large supply of nerve-force which the brilliantly successful assistant master requires. He saw, also, only too clearly, the defects of the system—the total lack of co-ordination of work, the absolute independence of every master of the work of every other. He could not easily endure the neglect of individual needs which is often inseparable from class teaching; the indifference, stupidity and idleness of the mass of the boys distressed him. The consciousness, too, that he was debarred from his favourite occupations of writing and study by the endless grind of teaching and of correcting exercise books, continually distressed him. And so, after five years of service, he left Harrow, not without appreciation, not without having left his impress, yet not having achieved a decided success.

In 1876 Quick made a singularly happy marriage. In 1879 he was appointed lecturer on education in the University of Cambridge. This position he held for four successive years. During the later years of his life he made two private educational ventures: the first, a preparatory boys' day-school in London, from 1876 to 1881; the second, a preparatory boys' boarding-school at Guildford. His interest in the development and education of his own children, Oliver and Dora, intensi-

fied his interest in these two experiments. In 1883 he was appointed by his college to a living in Sedburgh, which he held until 1887. He then established himself at Redhill, within easy distance of London, where, without the strain of obligatory duties, he passed the last four years of his life.

One hundred and twenty-six out of the five hundred and forty four pages of this volume are occupied by the biography of Quick, which is itself largely an autobiography. The remainder consists of extracts from the forty volumes of his journals. These note-books cover a period of more than a quarter of a century, and are the record of the thought of a lifetime. Dr. Storr says that there is scarcely a dull page in the forty volumes, and this our reading fully confirms. Here the personality of Quick is so clearly revealed that, as one reads, one almost seems to be in conversation with him. We must pass over entirely his instructive study of child-life entitled "Dora and Oliver," a careful account of the development of his two children, from their birth to their seventh and fourth year. Nor can much place be given to his thoughts on distinctly educational subjects, valuable as they are. They are, in fact, too valuable to condense, and it may be assumed that progressive teachers will read them in full. We will prefix dates to the passages quoted:

"(October 17, 1877.) Now I have settled down here quietly with Bertha [in his private school at Bayswater, London] I have been looking over books, etc., and the conclusion I have come to is that I have material for educational writing which I could not manipulate without an additional life or two. The danger now is lest I should be crushed by my own material and