

passed over, e. g. Raymond's allusion (pp. 26, 27) to a 'prebendary' of Westminster Abbey in the time of Henry VII, and the forms 'Shelsey Beauchamp' (p. 109) and 'Apsley' (p. 108) for 'Shelsley' and 'Aspley'. A few identifications of place-names might be added: 'Wrenton in Somersetshire' (p. 115) is presumably Wrington, and 'Hannam', mentioned in a foot-note to p. 118, is now Hanham. This applies in particular to the Gloucestershire property of the Guises, and Sir William's purchase of the parsonage of Churchdown (p. 112), famous for its long connexion with the see of York, might be supplemented by a brief note upon the stages through which, after its alienation to the crown by Archbishop Holgate, it passed for a time into the hands of the Guises. It is obvious that Raymond's manuscript is difficult to read: doubtful or omitted words or emendations are queried or supplied in square brackets. But 'hea[l]th' on p. 37 should unquestionably be 'heath'. 'Too soone' (p. 20) is more likely to be an error for 'soe soone' than for 'as soone': while on p. 27, in the phrase 'the third story of the first greate stone gate', the word 'gate' is equivalent, as is not uncommon, to 'gatehouse', and the emendation 'over' for 'of' appears to be unnecessary. On pp. 115-16 there is an interesting paragraph describing the repair of the manor-house at Brockworth by William Guise and the building undertaken in emulation by his father, who 'built all the easterne end of the house att Elmore with the same worke and done by the same workman'. If the writers of these memoirs add little to our knowledge of general history, their work is full of personal and local touches which give them a special interest of their own.

A. HAMILTON THOMPSON.

Education and Social Movements, 1700-1850. By A. E. DOBBS, formerly Fellow of King's College, Cambridge. (London: Longman, 1919.)

THIS work is evidently the result of searching, comprehensive, and impartial study of the subject with which it deals. As it is based to a large extent on the information given by travellers and other journal writers, as well as on the investigations of modern economists, it is nowhere lacking in life and colour. The chief difficulty to the reader (and probably to the writer) lies in the great diversity of local conditions and sequences of modification. The book is chronologically divided into two parts—the eighteenth century and the first half of the nineteenth century. But the author is naturally obliged to go back to enclosures of common land before his period has begun, and in the latter part of his work he is led to anticipate some movements of more recent times.

Although inquiries into education at different times and places involve some account of different kinds of schools and directly educational institutions, the significance of education is not confined within school limits. 'The school had been' at the beginning of the period 'for the most part, an occasional and somewhat irrelevant factor in rural life; . . . although missionary effort had done much to emphasize the need of a school system, its absence would not necessarily entail a state of mental inertia,' since not only was the daily work educative in its variety, but the peasant father of the family, in parts of Scotland and the north of England, was

accustomed to instruct his children in his own miscellaneous knowledge including something of history and of local poetry and traditions. Later on, the tradition of good learning was maintained in the same districts. 'The eighteenth century, a period during which the right of the poorer classes to education was seldom mentioned, was remarkable for the number of poor men who rose to high positions in the Church and State and in the world of letters.' Knowledge of the classics, especially, and some skill in mathematics were found 'in the middling and lower classes'. But the differentiation into classes, with a supposed unfitness of the lower classes for 'grammar' or classics, soon made the free grammar school impossible, as, in spite of the protest of Cranmer and like-minded educationists, who would have considered the aptitude of individual pupils before their parentage, 'grammar' came to be confined to those who could afford to pay. There is the common dread then and later that charity schools may unfit the poor for the performance of their duties (but does not the author take B. Mandeville too seriously?). Yet on the whole, the paternal attitude of the Tudor monarchy was at least well-meaning towards the education of the poor.

In the course of the eighteenth century, the increase of national wealth takes the place of 'breeding of men' as the desideratum of the statesman, and the changes summed up in the term 'Industrial Revolution' lead to disorganization and social deterioration. In the Methodist Revival the author sees generally the rise of influences towards both orderly life and intelligent self-government. He does not, of course, neglect the importance of the purely secular and anti-Christian movements of an educational character. But often the secular and religious aims and institutions work in combination, as in the curious example of experiments in chemistry performed in the pulpits of dissenting chapels. The work of the two societies, the National Society and the British and Foreign School Society (1814)—the latter an outgrowth of the work of Lancaster and Bell—the splendid enterprises of Birkbeck and of Robert Owen, the laudable efforts of some great employers, and the Sunday schools, secular and religious, give an air of great variety to the movement for popular education before the State undertook full responsibility. Meantime, the idea of raising the masses becomes more prominent than that of enabling the capable to rise from the masses. The story of the jubilant rise and miserable collapse of mechanics' institutes forms a melancholy episode. Their failure is sometimes attributed to the want of means of confining them to the class for which they had been intended, and also to an unfortunate desire for immediate practical and material utility in some of the movers for working-men's education. Working-men's colleges and institutes, having something more of corporate life, are, the author would hope, built on a surer basis. He evidently regrets the narrowing of intellectual tastes and aspirations from the days when good learning and familiarity with the best literature was the object of all educational ambition, but takes consolation in the reflection that 'technical or professional studies, pursued on scientific lines, possess a much greater educational value than was formerly admitted; and there are already signs that as the idea of citizenship is more clearly appreciated,

a broader type of human culture may be evolved from forms of instruction which have a reference to definite social needs.' There are some very good remarks in the last chapter but one on the relations of the political to the social ideal, and in the last on the danger of 'blind-alley' occupations to the mind and morals of the young, and on the action and reaction of educational movements and the vicissitudes of trade.

ALICE GARDNER.

Louisbourg from its Foundation to its Fall, 1713-58. By J. S. McLENNAN.
(London : Macmillan & Co., 1918.)

THE important part played by Louisbourg during the short period of its existence fully justifies the zeal and industry which Senator McLennan has brought to bear upon its history. The author is at a disadvantage in that, as regards the two best-known episodes of that history, he is following in the wake of Parkman, who combined the gifts of the popular historian with those of the painstaking researcher into contemporary authorities. Senator McLennan's method of meeting the difficulty is not, perhaps, altogether satisfactory. 'There are gaps', he writes, 'in the narrative here presented. They are by intention, or by the leaving out of events or incidents, often picturesque, which are dealt with fully in the works of Parkman, Wood, and others, which it is fair to assume are familiar to all who will read this book.' We all know the inconvenience of legislation by reference to other statutes; the method is still less to be commended in the writing of history. Still, in spite of this explanation, the reader will find in the volume an orderly narrative of the whole history, based largely on French documents relating to the colonies in the Archives Nationales. Approaching the subject from the French point of view and under the influence of the French official documents, the author, unlike Parkman and the majority of English writers, regards England as the aggressor in the struggle for hegemony in North America. Probably the truth lies between the two extremes. In the circumstances in which both Powers stood, to stand still meant to be pushed back; and so a forward movement became inevitable in spite of the reluctance of Government. It is doubtful whether the British Government realized at the time the political consequences of their approval of the schemes of the Ohio Company. So far as the policy towards the Indians was concerned, a French official memorandum of 1749, here quoted, attests the truth of the popular English view. After stating briefly the probable consequences of the English settlement of Nova Scotia, it goes on :

As it is impossible openly to oppose them . . . there remains for us only to bring against them as many indirect obstacles as can be done without comprising [? compromising] ourselves. . . . The only method we can employ . . . is to make the savages of Acadia and its borders feel how much it is to their advantage to prevent the English fortifying themselves, to bind them to oppose it openly, and to excite the Acadians to support the Indians in their opposition to the English, in so far as they can act without discovery. The missionaries of both have instructions, and are agreeable to act in accordance with these views.

Senator McLennan brings forward very striking facts and figures to show the relative success of the French fisheries as compared with those of