

undermined by diabetes and heart-shocks, and in his last year failing memory and eyesight robbed him of his lively good humour. He leaves an honoured name in Toronto and Canada generally. He is survived by his widow and one son and one daughter.

JOHN SATTERLY

Dr. Susan Isaacs, C.B.E.

SUSAN ISAACS died on October 12 at the age of sixty-three. Few can have had a greater influence in our time on the upbringing and education of children; indeed, the modern trend towards full recognition of the human aspect of nursery school and subsequent education owes much to her work.

Dr. Isaacs was the daughter of William Fairhurst, of Bolton, Lancashire, and of Miriam Sutherland. Educated at Bolton Secondary School and at the Universities of Manchester and Cambridge, she became a research student at Cambridge in the Psychological Laboratory in 1912, and then lecturer in psychology at Darlington Training College. In 1924 she was invited to become principal of the Maltng House School at Cambridge. It was during the following three years that she gathered the comprehensive data of children's behaviour, thoughts and feelings which she presented brilliantly in her two books "Intellectual Growth in Young Children" (1930) and "Social Development in Young Children" (1933).

In 1933 she was made head of the new Department of Child Development of the University of London, at the Institute of Education. She held this post with outstanding success for ten years. In the course of that time a large number of experienced teachers and educationists were enriched by the wide and deep new knowledge which she was able to impart, and above all by her vivid sense of every child as a full, living personality, needing to be imaginatively realized and understood in his own right.

Dr. Isaacs turned to the new insight offered by Freudian psycho-analysis as soon as this work became generally known in England, and joined the British Psycho-Analytical Society in 1921. She was appointed a psychologist on the staff of the London Clinic of Psycho-Analysis in the year 1931. She remained on the staff of the Clinic until her death, and contributed signally in a great number of ways to the scientific work of the Society and to the practical work of the Institute. She was a valued member of the Training Committee and of the Council.

Dr. Isaacs was a clear writer as well as teacher and lecturer; her books and scientific papers are well known to students of psychology to-day. Her small handbook for mothers and teachers, "The Nursery Years", written in 1929, is known all over the world; it was awarded the Parents' Magazine Medal in the United States. "The Children We Teach" is another little book which is widely popular. One of the two books published just before her death is "Childhood and After", containing essays and clinical psychological studies which belong to the later period of her life [see review on p. 871]. A chapter in it called "Children in Institutions", originally a memorandum presented to the Home Office Care of Children Committee, known as the Curtis Committee, 1945, was probably the most important single document consulted by that Committee.

Dr. Isaacs' gifts were based on a combination of intellectual and emotional factors. Her passionate interest in the conditions, first, of young children's education, and, secondly, of their general upbringing in the home, arose out of her own experiences. Her mother's death when she was just six, terminating a fatal and incapacitating illness which started when Susan was barely four, led her to find in her first elementary school in a Lancashire town in the 1880's a refuge and solace from the tragedy at home, but also to become very quickly a rebel against its manifold constraints and inadequacies. This disappointed eagerness and keen sense of what 'school' might have been like, but in fact was not, remained in the background of her mind throughout her growth and did much to shape her later life-work.

It became clear to her at an early stage in her development that mere criticism and mere abandonment of existing methods could bring no constructive results. She quickly assimilated and adopted the most advanced educational ideas current at the time, and her immediate response to the new teaching of psycho-analysis showed that no conventional opposition or resistances could stand in the way of her unhesitating acceptance of anything that offered her wider horizons and deeper understanding. In the same way, at a later stage, when Melanie Klein's ideas were first put forward in Great Britain, she was among the earliest to sense the further sources of knowledge which were now opening up. She saw how these new ideas could be developed to the general benefit of every child's upbringing, and from that moment she pursued that knowledge, and applied it untiringly up to the very last.

Her outstanding intellectual characteristic was an extremely rapid and comprehensive grasp of the matter in view and an ability to classify and summarize it, to present it with remarkable clarity, and to discuss it from various angles. Her exceptional capacity for instantly translating her thoughts and impressions into verbal expression served as a powerful instrument for all her other gifts.

It was characteristic of Susan Isaacs that when she found that there was a great deal which she had not yet encompassed, especially in the work of Melanie Klein, she decided (although she was already a member of the British Psycho-Analytical Society) to start again as a trainee and to go through the whole course. Thus she developed further, undergoing a second long personal analysis, and greatly enriched her own work and the contribution which she was eventually able to make to general psycho-analytic research. In her last years she devoted herself almost entirely to actual analytic practice, and felt this to be the most satisfying of the various kinds of work she had done.

In her husband, Nathan Isaacs, she had a constant friend and supporter, and a constructive critic.

DR. FRANTÍŠEK BĚHOUNEK, lecturer in radiology at the Charles University of Prague, died at the end of October at the age of fifty. He had been a pupil of Mme. Curie and had developed a method for measuring atmospheric radioactivity. In 1926 he accompanied General Nobile on his ill-fated polar expedition, and when the airship *Citta di Milano* came to grief they were rescued by the Russian ice-breaker *Krassin*. Běhounek, with Heyrovský, wrote the standard Czech text-book of radioactivity.