

to oppose the steps proposed. The first, and to most people the most serious, difficulty is dealt with in the last section of the pamphlet. It lies, of course, in the expenditure involved. The detailed proposals would raise the educational budget by about fifty per cent., making the total equal to the expenditure on army, navy, and air forces combined—*i.e.* just over a hundred millions a year. No one can on principle complain of that, but the proposition will assume a rather different aspect to a Chancellor of the Exchequer who has to raise the money from a country clamouring for a reduction in taxation, and in face of the strongly organised bodies of opinion which demand the maintenance of the other types of expenditure.

The question is, in short, a matter of the balance of public opinion which every government has ultimately to follow. The same consideration occurs when the writers point out that we actually spend more both on tobacco and on drink (separately) than the total they propose for education. Here, of course, the spending is in our own hands. We do as a nation prefer to spend all that money on smoke and drink rather than on books or pictures or going to concerts, and, so long as we do so, it is still less likely that we shall be willing for the government to take the money away from us in order to spend it on some purpose which some members of it think better.

There is another consideration of rather wider bearing which arises from the memorandum. The policy suggested throughout is for the State to do all that is wanted out of public funds. It is urged that all secondary schools should be free, and every one should be encouraged, if not compelled, to go to the State preparatory schools.

This encouragement has, as a matter of fact, become practical compulsion in some other countries, notably in the more socialist parts of Germany, but it would be, we are convinced, both a grave mistake and very repugnant to the free spirit of England. The practical problem for wise statesmanship in England is to combine State encouragement and financial help to education with the freedom of choice and teaching which we have always followed, and with the private generosity which has done so much in the past and is by no means wanting in the present.

The pure educationist will raise one more question when he reads of the hosts of new teachers who will be needed to carry out the vast extension of secondary schools and the further limitation of the size of classes. Both excellent things, ardently to be desired, but, in view of the supreme importance of good teachers, will it not be wise as well as necessary to go a little slowly?

F. S. M.

Our Bookshelf.

The Outline of History: a Plain History of Life and Mankind. By H. G. Wells. New edition, fully revised. Parts 1-24. (London: Cassell and Co., Ltd., 1925-1926.) 1s. 3d. net each part.

Mr. Belloc objects to "The Outline of History." By H. G. Wells. (The Forum Series.) Pp. vii + 55. (London: Watts and Co., 1926.) 1s. net.

On the appearance of the first number we directed attention to the new edition of Mr. H. G. Wells's "Outline of History," the serial issue of which has recently been completed. The "Outline" has been almost entirely rewritten, brought up-to-date, and provided with a fresh set of illustrations—perhaps as remarkable a collection of photographs covering all sides of human evolution and history as has ever been gathered together within the covers of one book. Apart from matters of opinion, in which Mr. Wells is characteristically individual—it is emphatically Mr. Wells's outline of history—there is little even in matters of detail which requires criticism. To have mastered so vast a body of material, and to have kept abreast of current opinion on so many technical subjects, is in itself no small intellectual feat. To take an example only, he is prepared to assign the Taungs man a place in his evolutionary scheme, although this skull was discovered only while the book was in process of writing. On certain points in dealing with the bronze and iron ages, and on ethnological questions relating to the origin and migrations of races, the views adopted by Mr. Wells are open to argument, just as his views of great personalities, such as Alexander, Julius Cæsar, or Napoleon, invite or even provoke discussion. These, however, are little more than matters of detail in relation to the broad scheme of evolutionary history which Mr. Wells has set himself to expound.

To those, be they men of science or historians, who grasp the broader issues of biological and anthropological science, Mr. Wells may seem neither revolutionary nor iconoclast; but it is evident that the "Outline" has been a stumbling-block to a certain type of orthodoxy. Criticisms of Mr. Wells and his views by Mr. Hilaire Belloc have appeared in certain Roman Catholic newspapers *pari passu* with the fortnightly issue of the "Outline." Mr. Wells, having failed to secure adequate opportunity for reply in the periodicals in question, now replies in a little volume which he has issued himself. It is scarcely necessary to say that Mr. Wells's humorous, if caustic, pen makes short work of Mr. Belloc's criticisms as well as his views on the subjects of natural selection, evolution, and the ancestry of man.

Pitman's Building Educator. Edited by Richard Greenhalgh. Complete in 30 fortnightly parts. Part 1. Pp. ii + 56. (London: Sir Isaac Pitman and Sons, Ltd., 1926.) 1s. 3d. net each part.

The aim of this publication is to cover the whole range of work embraced not only under the term 'building,' but also architecture. Modern buildings require an extraordinary range of services for which an architect takes responsibility, and the task imposed in an endeavour to cover this field, even in a work which, it is presumed, will eventually comprise some 1600