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parts of the world — Italy and South America for example. Mr. Corder does make brief references to some of these ('Elementary Russian by TV', 'German on Television in Houston') and so on, but it is a pity that he did not give a more comprehensive account of the work that has been done in this field.

The book is refreshingly free from linguistic and psychological jargon. It is written with comparative simplicity but with force and conviction. A book worth studying carefully by language teachers, even though TV may be a thing of the distant future in South Africa.

Education and Society in Tudor England *by Joan Simon* (C.U.P.).

This is a real magnum opus, a work of erudition and scholarship, of which the bibliography and footnotes are proof, if proof were needed. The work, however, speaks for itself. Mrs. Simon has successfully blended and mixed social history and the history of education, and they are shown as "responses to a social situation", the humanist innovations of the fifteenth century, the effect of the Reformation on English education, and thirdly, the function of education in the Elizabethan era. In the process the author has maintained a nice balance between political, economic and ecclesiastical details, with the objectivity and calm tempo that one expects of a scholarly work such as this, and indeed associates with the publishing house from which it emanates.

The Practical Criticism of Poetry *by Cox and Dyson* (Arnold).

The firm of Cox and Dyson is by now well-known to most teachers of English. Whether these teachers "appreciate" their products will depend on several factors, not the least being the amount of energy that the teachers have at any given moment. Another factor will be the degree of devotion to Saint Leavis.

The lay-out follows the usual pattern — "How to use this Book", Introduction ("Practical criticism — what is it?"), Exercises, Bibliography and Glossary of literary terms.

The caveat of the authors in their preface ("We bear in mind that some students come to it in a wary mood") might apply equally well to this book.

Matter and Energy *by Mac.Lachlan, Mc.Neil and Bell.* (Harrap).

This work might well be described as "A Text book with a difference." Actually the purist would hesitate to describe it as a text book at all. Its function is happily summed up in its sub-title, viz., "Foundations of Modern Science." It is as if the authors had decided among themselves that:- "We will consider an average man, or woman for that matter, of normal intelligence, and in simple language, using homely illustrations and clear diagrams instil into him or her a general idea of the laws of physics as the subject stands to-day."

And this is what the authors have endeavoured to do. The "Man-in-the-street" will certainly find something to interest him and as certainly add something to what he already knows. Nowadays we can scarcely pick up a newspaper without coming across terms such as "atom", "proton", "electron", "nucleus" and what not. A generation ago the terms were scarcely or never heard. To-day the names, at all events, are familiar, and most of us can claim to be more familiar with the subject than the man whom the writer once heard defining atoms as "Them things what they put in bombs." In any case the reader will find much that is interesting, and most probably something that he didn't already know, in the last few chapters.

As for the student, he will value the volume as a source of supplementary reading. I say supplementary because, as mentioned earlier, the book does not pretend to be a formal text book. It aims at being general rather than specific. The authors, for instance, fight shy of laws and formulae, preferring to lead the reader up to his goal from first principles — to extend his knowledge rather than to enable him to pass a particular examination. And certainly from the examinee's point of view there are some important omissions. For instance I find no reference to atmospheric pressure and the barometer. Boyle's Law, too, finds no place. I have referred above to the authors' aversion to "laws", but there seems to be no mention of the principle. Under Heat, Specific and Latent Heats are treated at some length, but expansion due to heat is touched upon very lightly. There is nothing about the special case of water, or the expansion of gases. Needless to say, one finds no mention of "co-efficients". The idea of "transfer of heat" is treated more fully, and the book makes a useful point, sometimes lost sight of, regarding the difference between the conducting powers of metals and non-metals, and the explanation thereof.

The subject of Light is dealt with at some length. There is an interesting section on "Optical Instruments" dealing, among other items, with the eye, which is discussed at some length. There is also an interesting paragraph on alternative theories — waves or particles. The section on Sound also furnishes all the information the student will be likely to require, although one would like to see a little information on the subject of musical scales.

The chapters on Magnetism and Electricity deal adequately with most of the subject but, rather surprisingly, apart from a casual reference

to accumulators, there is nothing about electricity from batteries. In view of the widespread use of dry cells in pocket torches, electric razors and latterly in transistor sets, and the use of secondary batteries in cars, one would expect to find something on the subject. Electrolysis, too, seems to be ignored, in spite of its almost universal application in industry to-day. Maybe the writers feel that this branch belongs to chemistry rather than to physics.

Anyway, to sum up, this volume will prove invaluable to the reader who wants to know something about physics rather than to get through an exam., and even the examinee will be amply repaid for the time he spends with this as a change from stewing over his more formal text books.

G.C.B.

INSIGHTS 1: The Eighteenth Century in South Africa *by André Cilliers.* (Oxford University Press, 1966.) R6.00.

In his introduction André Cilliers highlights one of the basic problems facing the teacher of history. The problem is that: "The average child is so far removed from the events he is required to study in the history class that he, trying to understand them in the light of his own experience, finds that they do not make sense." To find ways and means of making the past meaningful to children is one of the challenges that confronts the history teacher. The main tools for meeting this challenge will always be the spoken and the written word "but they must be supplemented by visual aids with all but a minority of children if they are to be effective tools . . . Most children need the help of visual as well as verbal images, at the secondary no less than the primary stage." (Handbook for History Teachers.) Pictorial material thus has a place in the history lesson for it helps turn "unfamiliar words, places, peoples and situations into clear and accurate images."

Insights is a most welcome publication for it provides teachers with the necessary information and suitable pictorial material that they need to "reconstruct the life of a past community in such a way that their pupils understand what it was like to live in this past period."

Insights is divided into two parts: a set of six plates illustrating various aspects of Cape life and a commentary in English and Afrikaans which discusses each plate in turn.

The commentary is well written and performs two functions. Firstly, it draws one's attention to the main features of the plate itself and provides an explanation and description of them. Secondly, it provides additional information so that the plate can be related to the wider historical context. On Commando (Plate 6) is a good example. The commentary deals with equipment, dress and firearms which are illustrated, as well as the misunderstanding over grazing rights and the evolution of the commando system which provide the wider background. The information is dealt with under sub-headings which makes for easy reference and location of material. The commentary also contains sketches which illustrate points made in the text.

The six plates give a dramatic and colourful presentation of what life was like in the eighteenth century. The plates illustrate the following topics: Fighting a fire; The arrival of a Dutch fleet in Table Bay; Farm life; A Trekboer in search of pasture; Town life; On Commando.

These plates are very successful teaching aids. They measure $1\frac{1}{2}$ by 2 feet in size and are thus large enough for the pupils to see and small enough to be easily handled. The plates are mounted on a frame that stands easily on a table. If so required the pictures may be taken out of the binding and used as wall illustrations. The plates arouse interest because they are well conceived, well drawn, brightly coloured and have a three-dimensional effect. Furthermore, the plates are historically accurate and the main features of each plate stand out very clearly. The plates are well suited to the level of classes in the upper primary and lower high school.

These plates can be used by the teacher not only to illustrate his lessons, but as aids for revision, as a means of training the pupils' power of observation and as a basis for group or individual exercises.

I have two criticisms to make about these pictures. The first is that more attention should have been given to the order of presentation. I suggest that the order should have been as follows: The arrival of a Dutch fleet in Table Bay; Town life; Farm life; Fighting a fire; A trekboer in search of pasture; On Commando. In this arrangement there is a logical movement through the three main divisions of life in the Cape Colony: town, country, frontier. This connecting thread is absent in the present sequence. The second criticism is that *On Commando* (Plate 6) is the least successful of all the plates. The eye is drawn to the centre of the picture and bypasses the main figure on horseback. The details mentioned in the commentary are not clearly illustrated. Thus the plate is of little value.

Mr. Cilliers and Oxford University Press are to be thanked for producing this volume. I am sure that **Insight** will be used to good effect by teachers of history. I look forward to the next volume in the series.

E.V.