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[Review of the book Education and society in Tudor England, by Joan Simon (London: C.U.P., 1966)]

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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