

Blackfriars

fluence which . . . is deliberately weakened by the prevalent philosophies and by the ideals of modern life: it is the inner life.' 'The conditions of economic life must tend to make a man a cog in a machine which he can hardly understand, let alone help to direct. This cannot be substantially changed, and if there is to be a re-wakening of the inner life, it must be despite and in the face of this special difficulty.' Reforms through external methods will not cure the ills of democracy: it will only find its cure in the religion from which it sprang. 'And among the religions of the West, who can doubt that Catholicism alone is capable of obtaining the allegiance and sympathy of the modern man? Many are willing to accept its teaching, but the main hope of a stable political order and a right understanding of the ends of political life must lie, at present, in the chance that not only will many accept the dogmatic teaching of the Church, but that many more will be persuaded that its contribution to the intellectual and moral outlook is at least as important and as worthy to be examined as that of any other authority, however modern and however confident.'

T. A.

PROJECTS IN THE EDUCATION OF YOUNG CHILDREN. By Hilda K. F. Gull, M.R.S.T. (McDougall's Educational Co.)

We are necessarily more interested in the principles of a new method than in its programme. Miss Gull has given us an entire chapter on 'Underlying Principles.' We take the following: 'The project system of education is founded upon the most natural and also upon the most educational method in the world.'

'Taking into account the dynamic nature of human beings it strives to enlist for educational ends those inner drives and urges which prompt man to think constructively and to search for the knowledge needed in order to attain his aim.' (p. 18).

This is no doubt an excellent principle. But as it is common to all the modern educational methods, we are not enlightened. Moreover the presence of the words 'drives' and 'urges' is a little frightening.

Our fears reach their full-tide when we go on to read: 'The School is set up by Society for this purpose because the increasing demands made upon the individual by a highly civilised community necessitate adequate and systematic preparation in youth. In less strenuous times the Home was able to provide a suitable education; but the experiences there gained were hap-

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hazard because the Home does not exist only for the young, and the needs of youth must of necessity be subordinated at times to the requirements of the other members of the family. The School is the only institution which exists primarily and principally for the young.' (p. 22).

We may seem cruel in saying, yet we must say, that to our mind these underlying principles are largely responsible for that *schooling* (falsely called *Education*) which is making bankrupt every nation that adopts them.

V.McN.

ST. PATRICK, A.D. 180. By Rev. John Roche Ardill, LL.D. (John Murray).

It is a little difficult to make up one's mind charitably about this book on St. Patrick. Practical joking is such a natural product of Ireland that we are in doubt how to take the Rev. J. R. Ardill when, with seeming seriousness, he sets out to prove that St. Patrick flourished about 180, and incidentally was an Elizabethan Protestant some fourteen centuries before Queen Bess. The same historical methods could prove that St. Patrick was a sound Christian Scientist seventeen centuries before Mrs. Eddy. *Verbum sap.*

V.McN.

ECCLESIASTICAL GREEK FOR BEGINNERS. By J. E. Lowe, M.A. (Burns, Oates & Washbourne, 1931; 8vo; pp. xii, 148; 5/-).

This welcome and useful book was written, says Miss Lowe, for 'the man in the street who wishes, from interest or amusement or anything else, to acquire with a minimum amount of effort enough Greek to enable him to read, if not with ease, at least with understanding, the New Testament in the original.' It is admirably suited to anyone who, whether privately or with the aid of a teacher, wishes to acquire a sufficient working knowledge of Greek. Its whole content and arrangement is determined by this purpose; it aims primarily at clarity and brevity, and while containing all essentials, avoids the details of erudition. The first part of the grammar is a gradual introduction to the whole of Greek accidence and syntax with exercises. The second, and in many ways the more valuable, part consists of a very clear collection of paradigms and a summary of syntax.

The book can be strongly recommended: it supplies a need felt by many, not only outside, but within our seminaries.

O.M.