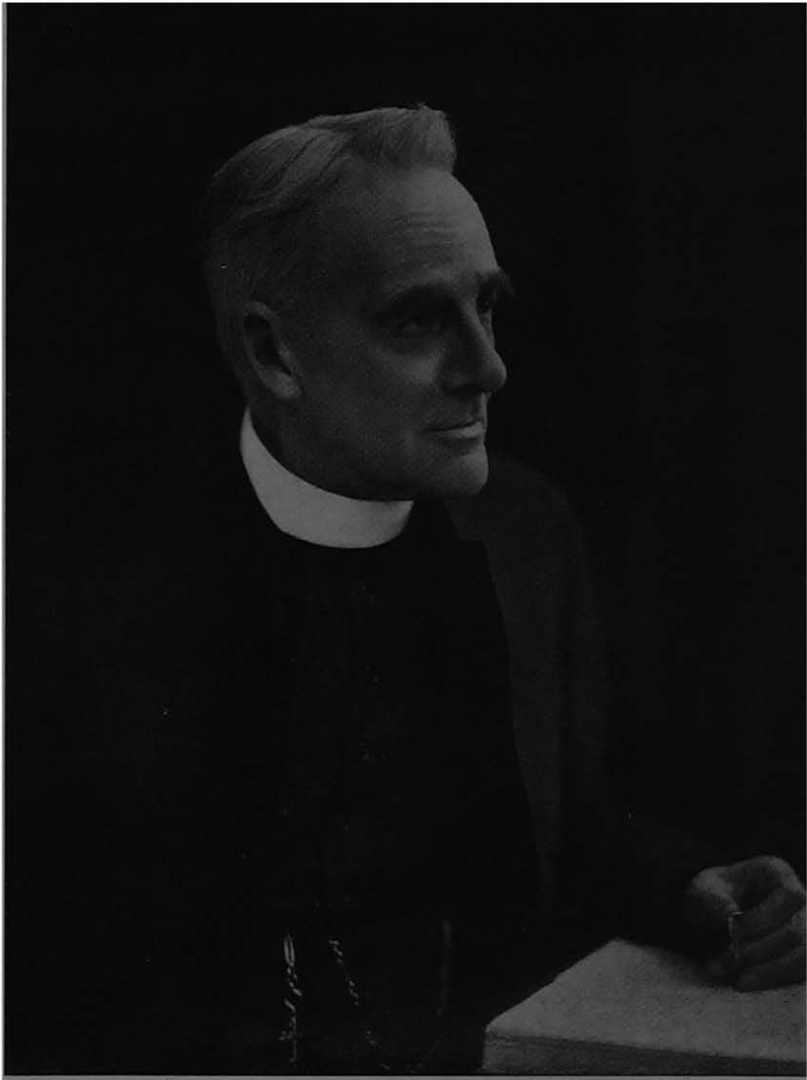


MEMORIES AND HOPES



Blake Studios, New Bond Street

THE REV. THE HON. EDWARD LYTTELTON, D.D.

[*Frontispiece*

MEMORIES AND HOPES

BY THE REV. THE HON. E. LYTTTELTON, D.D.

AUTHOR OF "MOTHERS AND SONS," "CRICKET," "THE SERMON ON
THE MOUNT," ETC.

WITH ILLUSTRATIONS

"I am the fool of this story, and no rebel shall
hurl me from my throne."—G. K. CHESTERTON.

"History is difficult."—WAGGERT.

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**THIS BOOK IS
DEDICATED
TO
MY DAUGHTERS**

PREFACE

THIS book is an impressionist narrative of past experiences which seem to me to yield sundry suggestions for the future.

Hence the word "Hopes" is part of the title.

There are, however, two other elements which have been incorporated. Certain characters of heroic mould it has been my privilege to know, and in regard to each of them it has seemed to me that misapprehensions exist which may be partly rectified by giving a few first-hand intimations of some of the facts. Men of stature may be looked at from many angles.

Lastly, life furnishes us with a rich store of comicalities. I know of no fact so deeply suggestive of hope and cheer in the midst of gathering gloom as that we men when we play the fool are generally ridiculous: that, therefore, the more intensely solemn life is, the richer the material it yields for laughter. So I have not hesitated to pass on to my readers some of the incidents which during the last half-century have shed the sanative light of humour on a chequered record. Thus, a good many stories are included, about which I wish to say that I have done my best to tell them truthfully; but lately I have had sobering evidence that a memory may be vigorous but quite unwittingly inaccurate. Indeed, one of the most laughable incidents which I was on the point of narrating, and had often told, has had to be ruthlessly expunged, for the reason that it was found to be not true. This perhaps sheds a little suspicion on those which have been retained; but in self-defence I will say, that wherever I have detected myself in remembering and telling a tale wrongly, the

incorrect version has been an improvement on the original. So I will ask the reader to make what he can of this caution.

I acknowledge with thanks the permission of the Editor and owners of the *Cornhill Magazine* to include the chapter on Cricket which appeared in that periodical.

My special thanks are due to the Hon. Mrs. Robert Hamilton for valuable hints, and to Miss Dorothy Smith without whose assiduous help these pages could hardly have seen the light.

E. L.

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APPENDIX

A PRACTICAL EDUCATIONAL SUGGESTION

It will be noted, I hope, by my readers that the damning accusation to be brought against school training sixty years ago and against the Cambridge Classical Tripos of that date was that hungry young minds were starved in respect of knowledge and fobbed off with a miserable effort to make them think logically when there was nothing to think about. Doubtless much improvement has been wrought by the changes in the Tripos and by the introduction of History and Science ; but still the old ideal holds its ground in many schools, and is worshipped by those teachers who adore accuracy in diction far above the furnishing the boy's mind with the knowledge of what this world is, what mankind has been doing in it in response to the overtures of the Creator ; why, in short, we are each one of us set on the earth at all.

I am convinced that the book of the late Miss Mason, of Ambleside, entitled *An Essay towards a Philosophy of Education*, marks a really important discovery of a method based on the child's faculty of assimilation from the varied fare set before him by Nature, with ease, joyousness, and permanence, till the process is rudely interrupted about seven years of age. by the imported teacher, who gives him much that the little mind is not yet ready for ; by cramming, in short, which goes on for ten years, and in a deplorable number of cases results in the complete disappearance of the appetite for knowledge for its own sake.

Now, the challenge presented to the big Boarding Schools and all Grammar and Day Secondary Schools is that their leaders should very carefully master the Mason method and estimate the success it has won : which I can prophesy they will find to be astonishing.

Meantime liberty in respect of the entrance examination into

the Public Schools must be granted to all Preparatory Schools which show a real eagerness to *feed* the little boys with suitable knowledge, train them in writing freely, and spontaneously exercising the while the unspeakably precious dower of imagination.

During this process, Grammar and Arithmetic must be taught probably on the old lines. The children will not kick at being taught to think clearly when they know that they have been and are being furnished with abundant pabulum on which the processes of accurate reasoning can be turned.

I can do no more than hint in bare outline at the rich picture Miss Mason has drawn of the normal, natural, fruitful way Nature teaches the untaught child ; the next step will be to adapt it to the Lower Forms of Classical and Modern Sides alike ; and work it up with suitable modifications even to the University itself.

This will take time—but that is not a reason against beginning now.

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