

NEW BOOKS

THE FLOWER IN THE DUST. By Doris Hedges. Ryerson Press, Toronto. Pp. 8. 50c.

THE DYING GENERAL. By Goodridge MacDonald. Ryerson Press, Toronto. Pp. 8. 50c.

THE MOUNTAIN. By Geoffrey Johnson. Williams and Norgate, London. Pp. 56. 3s. 6d.

The Flower in the Dust, by Doris Hedges, and *The Dying General*, by Goodridge MacDonald, are the latest additions to that growing family of slender volumes, the Ryerson Chap-Books. The verse of Miss Hedge's title poem is too delicate to express with great force courage and faith in the future; but that same delicacy is used to good effect in showing the bitterness of perceived mockery in "The Toast" or the sense of disillusion in "Mirage" and "The Wave". "Poet's Protest" is a statement of the poet's love for beautiful words, the poet's faith—which you may not share—in her ability to catch and hold meaning. The longest poem of the collection, "At the War Service Bureau", describes the sudden fellow-feeling of a Canadian for an Australian Airman, the realization that both are "Fleas in the Ear of the Lion".

Mr. Goodridge MacDonald includes in his volume of poems an excellent imagistic poem, "Elegy: Montreal Morgue". Strikingly vivid, it is somewhat marred by a conclusion out of keeping with the mood the poem has established so well. Or perhaps the poet has wished only to emphasize the incongruity that lurks in all things—for that is the keynote of many of his poems—"The Dying General", "The Sailor", "Hall of Mirrors", and "Harbour Gull".

Metrically more adept than either Miss Hedge or Mr. MacDonald, Geoffrey Johnson has collected his latest poems into a book that is delightful to read. The poems are arranged to show off advantageously Mr. Johnson's metrical skill. Mingling with couplets, quatrains and sonnets, are such simple but effective devices as the use of balanced repetition in the first lines of three consecutive quatrains ("Song of Light"); cumulative repetition ("Song of the Four Winds"); triplets in which the roll of two tetrameter lines are "braked by a pentameter ("Bicycle Tour").

In reading the poems in *The Mountain*, one very often is aware of echoes from the past. Words are chosen that, by their very flavor lend the general atmosphere of certain poets, if not of specific poems. Mr. Johnson's method is perhaps a modification of T. S. Eliot's connotative method. It is certainly more than a mere rekindling of phrases raked from the ashes of past poetry. Whether one recognizes the allusions or not, the total effect is pleasant.

The love of sunlight and earth, the universality of mankind, the perception of God through nature, these are the subjects of Geoffrey Johnson. All in all, to read *The Mountain and Other Poems* is to spend a very enjoyable evening.

C. L. LAMBERTSON

THE TOWER OF LIFE. By Laurence Dakin. Portland, Maine: Falmouth Publishing House.

This is a book from another age, without direct affiliations with the present. For its antecedents, one would look to the Middle Ages with its code of courtly love and its allegory of love; Dante's *Vita Nuova* seems to have been a major influence. It is the history of a spiritual and beautiful love for a figure who is partly human and partly ideal. From the moment the poet beheld her, he was a different man, seeking to win her. Every stage is told in beautiful rich prose, followed by an exquisitely turned villanelle. (Some of the latter have already appeared in *The DALHOUSIE REVIEW*.) The impression of the book is one of beauty and idealism. One wishes that one could prophesy for it a wide circulation, but one fears that would be a rash prophecy; those who like these qualities, will enjoy the work and re-read it. "A fit audience, though few."

B. M.

READINGS IN EUROPEAN ECONOMIC HISTORY. Edited by K. F. Helleiner. Univ. of Toronto Press.

These readings deal with certain main phases of European economic history, with chief emphasis on English economic life, from early mediaeval times down to the 18th century.

The opening selection from Marc Bloch, "The Rise of Dependent Cultivation and Seigniorial Institutions" is a careful enquiry into the origins of the seigniorial system, or, as it is perhaps more familiarly known to English readers, the manorial system. It is the author's view that only by this system of dependent agriculture it became possible for the military and clerical aristocracies, or even monasticism itself, to be kept alive. The thinking of that day is perhaps most adequately expressed in the quotation taken from Raimon Lull, who wrote of this period, in which he lived: "It is seemly that the men should plough and dig and work hard in order that the earth may yield the fruits from which the knight, who rides and does a lord's work, should get his wealth from the things on which his men are to spend much toil and fatigue."

The succeeding period, from about 1100-1500, is reviewed in a selection from Eileen E. Power, *Peasant Life and Rural Conditions*. This is the period when estates were simultaneously coalescing and breaking up, towns were rising, land was being brought under cultivation or becoming exhausted, the population was growing, men were struggling out of serfdom or falling into it, and new forms of landholding were being evolved. A general picture is given of village life and of the changes that were slowly transforming the rural world during these last few centuries of the Middle Ages. The author points out two achievements of the despised masses: they fed and colonized Europe; slowly and painfully they raised themselves from serfdom to freedom.

This development of a new rural economy seemed to point toward a continuous improvement in the lot of the peasantry. Alarm, how-

ever, was aroused, producing rioting and legislation, as the result of a movement initiated by lords of manors and great farmers. This new agrarian movement, termed enclosure, is discussed in the selection "The Agrarian Problem in the Sixteenth Century", by R. H. Tawney. The direction given by this movement to the reorganization of national life on the basis of industry involved a breach with the customary methods of agriculture. The development of the textile manufactures, which for two centuries were the chief source of English wealth, could not have taken place without the production of cheap supplies of raw material, and the growth of towns was dependent on the withdrawal of labour from agriculture. The economic and social results of this revolution, the selection points out, led to the concentration of landed property and the development of new relationships between landlord and tenant.

It would perhaps be difficult to gain an adequate understanding of Elizabethan economic history, on the side either of industry or of finance, without a study of the Merchants Adventurers' Company. Among the selections is included an account of the Company by George Unwin. Throughout the reign of Elizabeth the Company was the only authorized channel for the largest and most lucrative part of the foreign commerce of England. In fact, as the author mentions, it carried a degree of influence upon the industrial activities of the country comparable to the part played by the Bank of England a century later. It enjoyed a monopoly of the trade transacted by English subjects with the Low Countries and Germany, through which it controlled, not only the importation of most of the articles of foreign manufacture into England, but also the exportation of the leading manufacture of England: the woollen trade. Apart from its influence on the commercial, industrial and financial activities of Elizabethan England, the Company, through its operations, was naturally bound to collide with that other great trading organization, the Hanseatic League. In this selection there is traced the influence of the Company at home and its rivalry with the League, in whose eventual break-up it played a large part.

The rapid expansion of the coal industry in England during the 16th and 17th centuries was only part of a general industrial development. This development involved a remarkable growth in the output of many commodities; there were also technical improvements and changes in organization, which suggest that this period may have been marked by an industrial revolution only less important than that which began towards the end of the 18th century. This period may in fact be justifiably considered as the beginning of the new age, when the difference in atmosphere becomes more marked by the changes that overtook English economic life. The commercial spirit had permeated the lives, not only of town merchants, but of country squires and courtiers. The merchant had become, in Johnson's phrase, "a new species of English gentleman".

In the selection "The Rise of the British Coal Industry", by John U. Nef, the technical developments and the changes in industrial organization brought about during this period by coal mining are described with particular reference to shipbuilding, salt-making,

glass manufacture, soap-making, and the textile industries. The early growth of these industries could never have taken place without coal. An expansion would have begun, but without coal it could not have continued.

Included in the volume is a short selection from Eli F. Haecksher on "Mercantilism", a term that was brought into general use through Adam Smith, who made in his *Wealth of Nations* a relentless criticism of what he described as "the commercial or mercantile system". The selection describes how mercantilism created in England a consistent national system of regulation of internal trade and industry in town and country alike. The guilds were thereby prevented from becoming a trade regulatory system, which contributed to weakening the hold of the mediaeval world. But in France mercantilism accepted and tried to nationalize the mediaeval system, with the consequence that the whole system of regulation was given a wider lease. At the same time the guilds remained as exclusively local as they had ever been, so that labour and industry were prevented from flowing freely between the different parts of the country. This differing development the author considers one of the probable reasons why the Industrial Revolution began in England instead of France.

The concluding selection deals with "The Industrial Revolution in the Eighteenth Century", from the writings of Paul Mantoux. The use of machinery remains the leading fact in that great historical process, and the author contends that every other fact connected with the Industrial Revolution was ultimately swayed by it and had to follow its movements and laws. A description is given of the beginnings of the modern factory system, wherein it is shown how the development of industrial capitalism went hand-in-hand with that of machine industry. Arkwright, whose career heralded a new social class and a new economic era, is given his fair share of attention in this selection; and rightly so, for his name will always be associated with the beginnings of the modern factory system.

The editor is well aware of "curious gaps and almost unforgivable omissions". For instance, as will have been noticed, neither studies of mediaeval commerce and industry nor selections dealing with population, banking, transportation and colonies have been included. Difficulties were encountered in obtaining permission to reprint, and some eligible material is not available in English translations. Readers will probably agree with the editor that this loss in diversity of topics has been offset, however, by selections sufficiently extensive to convey an idea of the points of view and significance of a few authors through the presentation of substantial, well-rounded studies rather than the inclusion of a large number of brief articles by many authors. The gaps and omissions have in any case been supplied to a satisfactory extent by the editor in his Introduction, which should prove helpful by providing readers with an outline of the whole picture and a better appreciation of the historical detail of the selections.

R. S. CUMMING

WITH FIRMNESS IN THE RIGHT. By Cyrus Adler and Aaron M. Margalith. Published by the American Jewish Committee.

Perhaps the best feature of this book is the attractive title, wherein the writers convey the theme that the United States Government from 1840 to 1945 has interceded on behalf of oppressed Jews in foreign lands and *With Firmness in the Right* the United States Government has made strong representations where the rights of mistreated Jews have been involved.

The authors contribute very little original talent to this book. Rather, it is a compendium of State papers and correspondence between the Government of the United States and the Governments of Turkey, Persia, Morocco, Russia, Austria and Germany. Britain, too, is included insofar as the Palestinian mandate is concerned.

Perhaps the chief criticism one can make is that the book deals at great length with isolated incidents that happened over a century ago, whereas the main problem to-day, insofar as Jews are concerned, is the attitude of Governments since the Balfour Declaration. The problem of the refugees since the advent of Hitler, the Palestinian crisis and the interrelated problem of Zionism are relegated to a few scant pages out of all proportion which the problem merits, nor do the authors suggest any solution to the plight in which the refugees find themselves to-day. The recent book by Robert Nathan on Palestine pales into insignificance the work of these two authors insofar as thoroughness and marshalling of facts is concerned, although it does deal purely with economics as contrasted with the political problem of Palestine.

All that the writers have to say could very easily have been compressed into a short pamphlet, and with greater effect. As a matter of fact the book is more or less a Master's thesis for some student of Political Science, and should be relegated to the archives of libraries for documentary research. It is not, and does not pretend to be a popular or particularly interesting book on the subject.

R. A. KANIGSBURG

A COLLEGE PROGRAM IN ACTION. A Review of Working Principles at Columbia College. By the Committee on Plans. New York, 1946, Columbia University Press. Pp. viii, 175. \$2.00.

This book inevitably invites comparison with the Report of the Harvard Committee published in 1945 under the title, *General Education in a Free Society*. Such a comparison is not without interest and we may note some points of similarity and of difference. Both colleges are relatively small; both have high entrance standards and their students are highly selected. Harvard College, with a peacetime undergraduate population of 3500, offers over 400 undergraduate courses. Columbia College, with 1800 undergraduates, offers 330 courses. Yet in each case the requirement for the bachelor's degree is only 16 courses. Harvard devotes a third, Columbia a fifth of its income from tuition fees to scholarships. Both employ many instructors so that particularly in the big freshman courses the classes con-

tain only 25 or 30 students. Harvard proposes eventually to require, and Columbia already requires, that more than one-third of the whole undergraduate curriculum be devoted to unspecialized courses of general education in the Humanities, the Sciences and the Social Sciences. With regard to the required course in the Humanities, Harvard proposes to include, and Columbia already includes, the actual reading of several of the great books of the world's literature, where necessary in translation. There is also remarkable unanimity of sentiment as to the purpose of these general courses. The Harvard Report defines general education as "that part of a student's whole education which looks first of all to his life as a responsible human being or citizen." The Columbia Report speaks of the aim of the general courses as furnishing "a comprehensive view of what goes to the making of an intelligent citizen of the world".

Yet the two Reports are conceived in very different terms. It becomes evident as we read the Columbia Report that in both range and depth it is the more limited of the two. This is said in no spirit of detraction, for a book ought not to be blamed for not being what it was never intended to be. The Harvard Report immediately excited interest not only because of its recommendations for the improvement of general education at Harvard College but because of its serious and thorough going discussion of the whole question of the values and problems of liberal education not only in the colleges but in the secondary schools and in adult education. The Columbia Report, on the other hand, deals entirely with the internal problems of Columbia College. It gives a very clear and detailed account of the historical development and present status of the curriculum, the methods of selection, examination and teaching, the organization and administration and the life, discipline and extra-curricular activities of the students.

This must not be taken to mean that the book is not of great interest and importance to all who are concerned with what the Harvard Report calls "the problem of how to save general education and its values within a system where specialization is necessary". The very detailed account of the three famous "orientation" courses, the Introduction to Contemporary Civilization, the Introduction to the Humanities and the Introduction to the Sciences, and the frank statement of the difficulties encountered and the changes that have been made over the years are particularly valuable.

Taken as a whole the Columbia Report may be described as revealing both the characteristic virtues and the characteristic failings of the American conception of university education. It may be truly said that once they have realized the existence of the problem of liberal education in the contemporary world the American colleges have shewn no lack of enterprise, no failure of energy, no insufficiency of courage to experiment, no want of resourcefulness in the devising of new courses or of ingenuity in the revising of curricula. Within their limits these provisions are no doubt frequently excellent. But it is the failure to recognize the limitations that causes misgivings in the mind of the reader, who may turn from these official university pronouncements with some feelings of hollowness and unreality. For

the old illusions remain: the preoccupation with the relatively external and inessential: the concocting of high-sounding composites and the juggling with the educationalist's professional jargon ("the rebalancing of departmental electives", "the loading and balance of programs"); the naive confidence that every educational value can be secured by providing a course in it ("a senior course on synthesis"); the very assumption that giving courses in the humanities is the same thing as giving a humane education. What seems not so clearly realized is that education is always a personal relationship and not a mechanical process and certainly not a mere matter of organization. Tinkering with curricula will not of itself cure the blight of specialism that now threatens the true function of our universities nor check the present tendency to turn out, on each Graduation Day, large numbers of technically proficient barbarians and scientific ignoramuses. Indeed, it is doubtful if the universities can ever deal successfully with this problem alone. The university exists not in a vacuum but in a given society. If that society really cares more for scientific specialization and technical and vocational training than for humane education and humane living, then, whatever the universities may say, that is the kind of education it will get—and deserve.

F. HILTON PAGE

JAMES HURNARD: A VICTORIAN CHARACTER. By G. R. Hamilton. Macmillans (for Cambridge University Press).

In 1867 an Englishman, James Hurnard of Colchester, began a poem he called "The Setting Sun". He finished this poem in December, 1868. It was about himself. He divided it into seven books or sections, and it ran to almost ten thousand words. After circulation it was promptly forgotten, and seventy-six years went their way until G. Rostrevor Hamilton came upon a copy in the London Library not long ago. To his surprise he discovered an unusual character and a description of Victorian England almost unsurpassed in the literature of the period. There was not only a sprinkling of good things within "The Setting Sun", but an abundant rain. He selected the choicest portions for a book that he has entitled *James Hurnard, A Victorian Character*. The Cambridge University Press has presented it to the reading public between attractive covers and on good paper.

It is one of those rare books with a wine-like flavour a reader savours with delight. The author has grouped his selections under various headings such as "Life", "Eminent Persons", "Dislikes", "Observations and Opinions", and the "Arts". A surprise packet of dry humour, fluent, naive and vital, even the flat stretches have their charm. At times Hurnard ascends the poetic heights although he does not remain there. What is more delightful than this concerning an English winter?

Then comes the Winter like a hale old man,
 Wrapped in his cloak with frosty locks and beard.
 Winter is the time for clear cold starlight nights,
 And driving snows, and frozen roads and rivers,
 For crowding round the blazing Christmas fire,

For telling tales that make the blood run cold,
 For sipping elder-wine and cracking filberts,
 For friendships, chilblains, fun, roast beef, mince pies,
 And shivering fits on jumping into bed:
 And thus the year goes round and round and round.

His epigrammatic passages are a delight:

With Neptune's wife 'tis always washing day . . .

He can perceive the needle's eye of truth
 And thread it skilfully as if at random . . .

A poet puts the world into a nutshell;
 The orator, out of a nutshell, brings a world . . .

The dappled deer is said to see the wind;
 Your statesman only sees which way it blows . . .

How many a lofty and ambitious structure
 Has no foundation but a mortgage bond!
 And ah, how many an organ peals to heaven
 With music tuned to promissory notes!

In the section on "Cobden's Bedstead" many a modern will echo these words:

I hate to lie upon a modern bedstead,
 And have my body cabined, cribbed, confined:
 Though not a taller man than many men,
 Yet to lie down and find my feet arrested
 Some halfway down the bedclothes by a barrier,
 Rigid, impenetrable, impassable,
 Till in a waking dream of agony
 I kick and plunge against my prison wall,—
 This may be luxury, but it is not comfort.
 No, give me rather the old four-post bedstead,
 Whereon a man can stretch his weary limbs,
 And sleep and dream in peace and quietude.

Later of Cobden's death and burial he writes:

Better than under the cold Abbey flag-stones
 Amongst perennial primroses he sleeps.

Of his birthday he writes naively:

Davenant was born upon the third of March,
 Waller was born upon the third of March,
 Otway was born upon the third of March,
 And I was born upon the third of March:
 But that affords no proof I am a poet.

Thousands of blockheads in the lapse of time
 Were also born upon the third of March.
 Milton was born in sixteen hundred and eight,
 And I was born in eighteen hundred and eight;
 But what a mighty interval divides us
 Beside the simple interval of time!

The section on Lawyers, who by the way were a red rag to him contains some of his best satirical writing. It is too long for quoting in full.

Least of all would I be bred a lawyer
 Because I have a humble hope of heaven.
 Let Law alone, that sword which cuts both ways!
 A lawyer if a fool is good for nothing;

And if a clever fellow he is worse:
 The loftier his grade in the profession,
 The more illimitable is his extortion;
 The best of them are just the worst of them;
 He may not knock you down and steal your money
 But he will surely worm it out of you.

He also had a strong dislike for grinning Gothic architecture:

The narrow windows seem to squeeze my ribs;
 These pinnacles like candle-stick extinguishers,
 Serve to put out the light of other days;
 Sepulchral doorways press my spirit down;
 These variegated bricks make me turn sick
 With recollections of gilt gingerbread.

He could be tender as a woman when he chose. Nothing is sweeter than these lines to his mother:

O, she was lovely as the loveliest statue
 That ever Grecian chisel won from marble,
 And gentle as the angels that hung o'er her
 To bear her parting spirit up to heaven.
 Never will she come back to me again!

A man who has the capacity to dominate the reader to the extent of making him feel at one with him, holding the interest from moment to moment through a long personal poem, is no ordinary writer. Hurnard is unique, for the power he exerts today over those who take the trouble to dig in his soil for nuggets is greater than at the time he lived and wrote.

In 1870 he feared he had painted too bold a likeness for these mincing times; in 1947 it is more acceptable. Life still remains in all he wrote, because he held the secret of the common life—the common touch.

There is a note of wistfulness underlying its sturdy dominance in the last few lines in the concluding section:

I wish my poem to be read and prized
By common unsophisticated people,
And find a home on every cottage shelf.
I do not write a book of stirring fiction
About imaginary knights and ladies
And strange events that never could have happened.
I write of facts that everybody knows of,
And of myself, a man without a name.

The last line gives the story—"An English poem unlike any other."—

My little book will soon come forth
Into the bleak cold world, with the spring lambs,
Tremblingly, timidly, innocently, playfully,
An English poem unlike any other.

WHO HAS SEEN THE WIND. By W. O. Mitchell. Macmillans. Pp. 344. \$2.75.

This is a first novel by a resident of Alberta. It tells the story of a small boy, Brian O'Connal, son of the local druggist in a small town in South Saskatchewan; when the story opens, Brian is just four, and we follow his adventures, physical and spiritual, until he is almost an adolescent. Brian becomes aware of birth, life, and death as he loses his pet dog under the wheels of a truck, sees a dead calf with two heads—a monster that a farmer had brought to the local livery stable—a baby pigeon that he had taken from the nest to fondle, only to find it turned limp and cold. He is interested in God, and is puzzled by strange feelings and yearnings that come over him at unexpected moments, when he hears a meadow lark or sees a drop of dew glistening on the tip of a branch. All of this has certain affiliations with Wordsworth's theory of childhood and immortality, but with Wordsworth we can see the mature man and compare him with the child—as in the PRELUDE—but we leave Brian before these childish experiences can bear really significant fruit.

Like most first novels, WHO HAS SEEN THE WIND tells too much and too little. The people of a small prairie town are described from close knowledge, but they really lack significance. Again as the problems and thoughts of these people are developed, the novel acquires a sense of diffuseness, for much of this part has little relation to Brian and his development. The descriptions of the prairie are fresh and vivid, though occasionally the author is in danger of making conceits instead of vivid, exact descriptions, because of his desire to write well. He has a silly habit of spelling *says* as *sez*, and *yea* as *yay*; unaccented *of* becomes *a*, and unaccented *to*, *tuh*; such spellings are meaningless, for all of us pronounce these words just like that in

ordinary speech. To sum up, this first novel has many defects, but it is readable and shows promise of real power once Mr. Mitchell has learned to concentrate and so give intensity to his story.

B. M.

YOUTH AND HEALTH, Canadian Youth Commission. The Ryerson Press, pp. vii+91. Cloth \$1.25. Paper \$1.00.

YOUTH AND RECREATION, Canadian Youth Commission. The Ryerson Press, pp. x+219. Cloth \$1.50.

These two small volumes are monographs number four and number six in the series of reports by the Canadian Youth Commission. Others in the series have dealt with Youth and Jobs, Young Canada and Religion, Youth Organizations, and Youth and the Schools (actual title, Youth Challenges the Educators). The Canadian Youth Commission, President Sidney E. Smith, Chairman, and Dr. R. E. G. Davis, Director, was established in 1943 to study the chief problems of young people from 15 to 24 years of age in Canada and to draft reports and recommendations based on these studies.

The special committee on Health, headed by Dr. G. Brock Chisholm, secured many facts from various sources: statistical reports, intensive surveys, briefs submitted by 67 discussion groups of young people, and a special brief submitted by the Canadian Association of Medical Students and Interns. Approximately half of the report consists in appendices presenting facts. The facts concern such topics as the state of health in Canada, provisions for caring for health, causes of sickness and death, the incidence of various diseases, what young adults think about health provisions in Canada, etc. The final chapter presents the recommendations of the committee, which call for a comprehensive health program, research, dissemination of knowledge, and participation by lay citizens including young people.

Although some of its "facts" are derived from the pooling of opinions this report offers a good survey of health provisions and needs in Canada.

Like the monograph on Health, *Youth and Recreation* calls for a larger measure of governmental responsibility for planning, providing financial support, and a comprehensive program for this area of life. Private agencies have been chiefly responsible for recreational facilities, but allefforts, private and public, have been badly distributed, poorly coordinated, inadequately financed, not well publicized, and sometimes received with disappointing apathy. They reach only a fraction of the population. Guidance, trained leaders, and collective planning are urgently needed to help in this matter of "refreshment of strength and spirits after toil."

M. V. MARSHALL

YOUNG CANADA GOES TO WORK. J. H. Stewart, M.A. The Ryerson Press, pp. xi+204. Cloth \$2.00.

This is a handbook for use in vocational guidance work. In addition to some practical advice about how to attack the problem of choosing one's life-work, it presents information about nearly 100 common occupations. About each it describes the nature of the work, working conditions, qualifications and training, rewards and promotion, trends, how to get started, related occupations, and sources for further information. It is based on a study which was carried out by Mr. H. Y. Haines, M. A., who is director of vocational guidance in the public schools of Halifax, N. S.

The book is not without error. For example, the training of teachers at the universities in Nova Scotia is carried on subsequent to graduation, not in combination with the university course. In spite of these perhaps inevitable mistakes the book should find a large usefulness in Canada, where widely organized efforts in vocational guidance are a recent affair. Its Canadian competitors are very few, and none approach the present volume in quality or scope.

M. V. MARSHALL

MEDICINE AS A PROFESSION. By George Henry Murphy. The Ryerson Press, Toronto. Pp. 74.

While the Medical Profession is anything but slow in seizing upon new scientific developments within the field of its own endeavour, it is at times backward in evaluating its place in public opinion. With a thirst for "exact science," so called, it has felt the urge to explain and treat disease in a mechanistic fashion. Apart altogether from the scientific fallacies involved in this attitude, it is impossible to apply it to that exceedingly complex and variable component, human nature. When sick humanity seeks relief, it is not alone for physical ills, it is for the associated mental anxiety and distress as well. Then indeed Dr. MacLure reigns triumphant over Dr. Arrowsmith.

It is well for the student, even before he begins the study of medicine, to assess his own fitness for the task before him, and take stock of himself in this regard at regular intervals during his career. For the purpose of assisting him I can think of no finer book than this one from the pen of Doctor George H. Murphy. It combines the best classical medical philosophy, with that sublime common sense which has characterized its author as a teacher and as a surgeon in his long professional career. He leads the young man by the hand through his years of medical study, lifting his vision from the printed page or the test tube to the sublimer vistas, of which they are the mere pigment. But it is not a book for undergraduates alone. The physician will find that its reading will bring many immature views into clearer perspective; the laymen will thoroughly enjoy it since it develops before his eyes the physician of his desires. In his own way this is a medical classic, and one that will be read with added appreciation and understanding in the years that lie ahead.

H. L. SCAMMELL

CHARTERS OF OUR FREEDOM. By Reginald G. Trotter. Ginn & Co. (Toronto).

This excellent little book by the Professor of Canadian and Colonial History at Queen's University serves admirably a widely felt need. As is stated in the foreword by the Chairman of the Executive of the Canadian Council for Education in Citizenship, "to understand and appreciate the great heritage of individual liberty that is ours as Canadians, we should have an intimate knowledge of the sources from which our liberties spring." Here in one slim volume are printed, in whole or part, nine important documents that are the foundations of the liberty we enjoy. They begin with the Atlantic Charter and include the British North America Act (1867) and the Statute of Westminster (1931). Each is preceded and followed by a few paragraphs explaining its significance and the place it occupies in the connected story of the development of Canadian freedom. Every school and every library will want copies of this book; so will also those interested in the rights and privileges of our new Canadian citizenship.

One query and one criticism suggest themselves. Does the absence of any document in French mean that we owe our freedoms entirely to the British connection? It is a thousand pities that a book on which such care has been taken in typography and lay-out should be marred by inferior illustrations. Some, if not all, of the illustrations are copies of photographs or pictures, and they have not been improved in the process. In particular, many of the faces on p. 120 are unrecognizable as the faces of those to whom we know they must belong.

A. S. MOWAT

EDUCATION: A HISTORY. By A. G. Melvin. Longmans. Pp. vi, 347. \$5.00.

I opened this book without enthusiasm—what, another history of education!—and closed it, knowing that I had read something worthwhile. To enjoy the book it is not necessary to share exactly Professor Melvin's point of view, but it is refreshing to share his enthusiasm for his subject and his faith in the processes of education as an essential part in the development of the democratic life. The author is at his best when describing the life and work of the great educators. His accounts of Comenius, Rousseau, Pestalozzi, Herbart and Froebel are excellent. He has a happy knack of allowing those educational leaders to express themselves in apt quotations from their own works, and an equally valuable habit of showing how their doctrines worked out in practice by quoting first hand accounts of schools. His description of the rise and progress of public education in the United States is equally good and contains vivid pen pictures of the work and personality of Henry Barnard, Frank W. Parker, and others.

There are, of course, omissions. For example, it seems strange that Part V, "Schools for all," should contain no reference to Scotland, one of the first countries in the world to attempt universal education and one whose modern system of schools has won the admiration of no less an authority than W. C. Bagley. But omissions are inevit-

able in a book of this kind. In fact, the book might have been improved by the further omission of most of Chapter 18, where the descriptions of modern school systems are much too brief to be of any value and may even, as in the case of England, mislead. There also occur some evidence of haste in the preparation of the book; for example, "In Rome Luther was received in the rich monastery of the Benedictines on the Po in Lombardy." More serious perhaps are apparent indications of inadequate background in general history. (Professor Melvin seems very sound in his educational history.) A reviewer naturally looks more closely at those parts of a book of which he has special knowledge, and one begins to wonder on seeing a statement such as "Its proponents (of state socialism) must go down as Sparta went down before Athens." Is it possible that Professor Melvin is unaware that Sparta, not Athens, won the Peloponnesian War?

A comparison with other general histories of education inevitably suggests itself. Professor Melvin's book is less subtle and less theoretical than Boyd's, less thorough than Monroe's, less detailed than Cubberley's. It is shorter than any of these three and also more readable, at least for this reviewer. It also contains the best summary account of the problem of formal discipline that it has ever been my good fortune to meet.

A. S. MOWAT

THE WORLD AND AFRICA. By W. E. DuBois. Macmillans. Pp. 276.
\$3.50.

"This then . . . was the slave trade . . . that extraordinary movement which made investment in human flesh the first experiment in organized modern capitalism; which indeed made capitalism possible." (p.68) The foregoing sentence might be taken as the keynote of this violent, controversial and crowded book. THE WORLD AND AFRICA is a re-examination of the part Africa has played in the history of the continents, done by a noted colored historian, who after fifty years of study into the life and migrations of his native race is now Director of Special Research for the National Association for the Advancement of Colored People.

Dr. DuBois comes to his subject convinced that the civilization of Europe has collapsed and that the cultural and social values of the people of North America face a similar grave peril. The key to the European *debacle* lies in the fact that Europe's civilization is founded upon the concept of race and asserts the superiority of the white race over the colored races. Dr. Du Bois enlarges upon this sweeping proposition by a study of the manner in which the European peoples have conquered and exploited Africa and used negro labor to sustain dependent empires in the West Indies and North America. The turning point in modern world history occurred about the middle of the 15th century, with the beginnings of the trade in human beings, which in the next four hundred years crushed the flourishing civilizations of Africa and pressed European culture over the entire Dark Continent. The social and economic consequences of the slave trade

are still with us, Dr. Du Bois argues, being observable in the inferior position of Africa in the modern world and in the theory of the "master race," the white race.

These conclusions lead Dr. Du Bois to examine the long history of Africa from earliest times—the civilizations that developed on the continent, and the influence of Africa upon the European and Asiatic worlds. African history commences in the valley of the Nile, and the author properly points out the close connection of Egyptian civilization with Ethiopia, the "land of the burnt face." From Ethiopia after 3000 B. C. came the important negroid strain that produced many black Pharaohs and cultural leaders in Egypt. The civilization of the Greeks absorbed this black strain; it appears in Greek mythology and literature. The Punic Wars represented a conflict between Africa and Europe that influenced the quality of the Roman people and introduced black figures that influenced the quality of the Roman people and introduced black figures into Roman literature and art. It was the ancient Christian state of Ethiopia that successfully held the Mohammedans at bay for two centuries before 1270. On the west coast of Africa other cultural entities of a high order developed in the long period before the region was known to Europeans. In the Sudan was another centre of African culture. With the slave trade the promise and achievements of these societies disappeared, and Africa becomes the economic preserve of various European powers.

In the closing chapter Dr. Du Bois discusses the steps that must be taken to raise living standards of African people and erase the divisions between blacks and whites on the continent. In the programme of reform put forward, the author reveals himself to be associated with Communist aims and tends to confine himself to an economic determination of the problem. This bias in outlook, together with the fact that the book is written from positions that the author frankly admits to be sometimes of "slender historical proof" (p. viii), weakens the value of *The World and Africa* as a sound piece of historical scholarship. However, as an introduction to the study of a vast and obscure segment of world history the book has an obvious usefulness, and in its main contention—"that black Africans are men in the same sense as white Europeans and yellow Asiatics" (p. xii) it has a core of belief that merits sincere and widespread deliberation.

—David Farr

A SHORT HISTORY OF GERMANY. By S. H. Steinberg. Macmillans.
304. \$3.50.

To have condensed a thousand years of the history of Central Europe into a volume of fewer than 300 pages is no small achievement and within these limitations Dr. Steinberg is to be commended for a lucid and sober historical work. The faults of the book are primarily the inevitable errors of compression and brevity and do not detract from the general success of the essay.

Dr. Steinberg considers the *leit motif* of German history to be "the unending struggle of the continental Teutons for a working compromise between uniformity and disruption." (p. xi) The lack, for the ten centuries before 1871, of a nation to which the term *German* could be applied, together with the independent development, for all that period, of the successors to a number of the West Teutonic tribes, has produced the condition of political instability and cultural regionalism in the heart of Europe that is still manifestly in existence. In other words, the structure of Germany has remained very like what it appeared to a 17th century political writer: "a rather irregular body, like unto a monster." In this failure to achieve "a working compromise between centralism and anarchy," Dr. Steinberg finds the tragedy of German political development.

Dr. Steinberg's enlargement of this suggestive hypothesis is sketched exclusively in terms of the political and the diplomatic; economic, social, and cultural factors are omitted almost entirely. The arrangement of material is also open to criticism: almost half the volume is devoted to events before the Peace of Westphalia, and a third of the book is written before Charles V appears on the scene. Consequently, the pace becomes faster and faster until in the last few chapters the history is almost a catalogue of names and places. In spite of these defects, Dr. Steinberg's is a very valuable one-volume history.—DAVID FARR.

THE PORTABLE ELIZABETHAN READER Ed. Hiram Haydn. Macmillian Co. of Canada. Pp. xvi, 688. \$2.50

The Portable Elizabethan Reader is an anthology that may be handily slipped into an overcoat pocket, one that will rest lightly upon the chest of him who likes to read in bed, and one that is designed to interest as well as instruct the lay reader. The editor, Hiram Haydn, has written a preface justifying his inclusion and omissions and roughing-in as much of the background—historical, economic, social, religious, scientific and literary—as he feels necessary. Some of the novel and commendable features of Mr. Haydn's selection are his inclusion of authors proving or disproving the imminence of the end of the world, his emphasis on the importance of the "new" Copernican system of astronomy, and a lengthy section devoted to portrayals of the common man. Also novel—whether commendable or not depends upon the viewpoint of the individual reader—is the way he has added piquancy to a body of writings that he felt might not appeal to the average reader; that is, he borrows, in a scholarly way, the methods of a certain type of newspaper editor. From Reginald Scott's *Discovery of Witchcraft*, for example, he has chosen certain portions illustrating the love-lives of incubi and succubi. From John Foxe's *Acts and Monuments* he has taken the fiery deaths of Ridley and Latimer. "The Fourth Reason" (for not smoking)—part of J. H.'s *Work for Chimney Sweeps: A Warning Against Tobacco*—is that the use of "this newcome simple" causes sterility. A touch of sentimentalism, a rather pleasing one, is found in the section devoted to Eliza-

bethan lyrics! Elizabeth, a canny ruler though not a poet, is to be found side by side with Essex.

Certain omissions are to be expected in an anthology of which the avowed purpose is to present representative material and to interest twentieth century readers. Shakespeare is all but omitted. Yet, as the editor says, Shakespeare's presence is everywhere. To mention only one excerpt, in Raleigh's *History of the World* one meets Bank's horse, Morrocco, "the dancing horse" of *Love's Labour's Lost*, and one may be reminded of Hotspur's scepticism of sorcerers. This book reflects Merry England as Shakespeare saw it, and it may be considered as a volume complementary to the *Portable Shakespeare*. Forty authors are represented in the *Elizabethan Portable Reader*. No one should find it dull, for the Elizabethans obligingly wrote to suit every taste and interest.

C. L. LAMBERTSON.

Division. By E. H. W. Meyerstein, Blackwell, Ltd. pp. 91.

Division is a two thousand line poem in terza rima, a work expressing E. H. W. Meyerstein's profound sense of *Weltschmerz* and his remedy for the ills of the world. "This book contains a body of proved truth," he begins Part III, and continues, "I know the truths I tell are tortuous." Tortuous and uncommunicative as the poem often is, it well repays the study required to understand it.

Meyerstein's philosophy, in spite of the length of his verse presentation of it, can not be called complete. Nor is it entirely original. Like Wordsworth, the poet believes this life to be "a sleep and a forgetting;" like Vaughan, his "soul with too much stay is drunk and staggers in the way." Meyerstein believes that this existence is but an interlude, an apparent, but not a real, separation or division from the Divine Love, which is the motive force behind the universe. There is no real dividing line between material and spiritual worlds for him; as a mystic he sees each over-lapping the other. The root of self love has obscured man's vision of the universe, has tipped the balance of his interests toward materialism. Only the beasts and birds of the field live according to the Divine plan, and in *Division* we find

In homely terms what few can teach
In an obstreperous and machine-rid age—
That beasts have souls and reason rules in each.

Meyerstein arrived at his conclusions by two means: intuition and reading. *Division*, like Wordsworth's *Prehude*, is an autobiographical poem, a record of the experiences that led Meyerstein to a philosophy akin to that of Wordsworth. Interspersed throughout the poem are visions, "knowledge supersensual," that came to him

In raw, acerb, surrealist shout
As is love ever, mystically felt
By an unpriested visionary lout.

Such mystical experiences as those described in "Visioned Chameleon," "God-Bedrunken Mouse," and "African Breath", are almost Blakean in their strangeness and in their incomprehensibility to the non-mystic.

Meyerstein was also inspired by a wide variety of authors. The poet tells us of his supra-rational urge to buy the poems of Chatterton; of how his views were strengthened by the Cambridge Platonist Henry More, and by John Gregory, Orientalist, both seventeenth century scholars. Incidentally acknowledged are ideas absorbed from such men as Milton, Beddoes, Francis Thompson, W. B. Yeats, and Shelley.

The poem was written, as far as may be judged, during and after the war. That struggle, to Meyerstein, was simply a "battle for material power." In its wake he sees division wherever he looks: "in realms, in races, in creative souls". He is disturbed by the inability of war-divided families to re-unite. His panacea is as simple as his analysis of the cause of the world's troubles: merely a recognition of the fact that to strive for selfish gain is contrary to the will of God. We must learn to emulate the creatures of nature. We must seek gain only in amounts that enable us to live. We must not store up more profit than necessary.

"Poetry must not be drawn by the ears; it must be gently led," said Sir Philip Sidney, and his remark is applicable to the poem *Division*. Terza rima is a difficult medium to use well in a poem of such variety of mood. Meyerstein was perhaps led to the form by his opening illustration of real unity in apparent division—God as

Divided Three, with Unity replete,
By faith perceived, like sunlight through a mist.

Whatever the reason for his choice of stanza, the lyrical, the didactic; the important, the narrative—all must march in uniform lock-step. The difficulties of rhyme are tremendous, and it is proof of Meyerstein's skill in versifying that the strain is obvious in so few places.

As the outpourings of a visionary who knows he will be disbelieved, the poem is illuminated by few flashes of humour, and it is perhaps too much to expect didacticism to drape, its limbs in beauty. Yet, as well as certain acid lines on the "Professor," "Doctor Apathy," or the "Angry Gentlewoman," *Division* includes such singularly moving lyrics as "Bells Revived" or "the Dead Hedgehog and the Thrush." The philosophy is romantic mysticism, a philosophy more practicable for the governance of individuals than nations. Death to Meyerstein may be only the entrance to a life more glorious than this,—but one feels a certain disturbance on reading the lines

It may be best that every Jew should die,
Since there are worse indignities than death,
Most that are destined to emerge must lie,
Or learn to fail, that they may draw their breath.

It is comforting to remember that the poet is a sayer, not a seer.

—C. L. LAMBERTSON.

FAMILY TEAMWORK. By S. R. Laycock, The Ryerson Press, pp. 52, Paper, 50c.

CHEATING YOUR CHILDREN, By S. R. Laycock, The Ryerson Press, pp. 48, Paper, 50c.

EMOTIONAL CLIMATE IN THE HOME, By S. R. Laycock, The Ryerson Press p.p. 47, Paper, 50c.

The content of these three booklets was presented as a series of talks called "School for Parents" over the national network of the Canadian Broadcasting Corporation in cooperation with the National Committee for Mental Hygiene. How a family may work together to make for serenity, loyalty, co-operation, good principles, helpfulness, recreation, mental growth, and spiritual growth is discussed in *Family Teamwork*. The second booklet points out how children may be cheated by their parents of love, independence, success, approval, self-esteem, friends, clear minds, and good characters. *Emotional Climate in the Home* portrays different types of parents: worrying and jittery parents, bossy parents, possessive parents, nagging parents, coddling parents, and unfair parents. Each booklet contains a list of discussion questions.

These booklets are intended for use by people who are interested in studying the work of parenthood, which has been characterized as "the last stand of the amateur." A person who starts to raise pure-bred cattle or poultry is, quite naturally, expected to seek information about the best way to do it; the person who embarks on the baby business is thought to be endowed by nature with all the information and skill necessary. The appearance of these broadcasts and these booklets is a sign that the times are changing and that the activities involved in parenthood are at last held worthy of study.

These materials are of a popular nature, but they measure up to the usual high quality of Dr. Laycock's work. They are sound psychologically, and effective pedagogically. Their brevity, simple language, and many concrete illustrations make them useful instruments. —M. V. MARSHALL

SUNDAY MONDAY. Selected Poems. By Harry Amoss. The Ryerson Press, 1947. \$2.00.

This is a teacher's book. Doctor Amoss has had wide experience in the schools of Ontario and is giving excellent service in its Department of Education. Though not at all pedantic, his verse teaches; like the meditative Duke in *As You Like It*, Dr. Amoss sees 'sermons in stones and books in the running brooks' that point a moral lesson. He can write with an eighteenth century neatness, as in the quatrain:

And this is the law pedagogic,
The root of leafage and limb,
The teacher learns of the pupil
As the pupil learns of him,