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[Review of the book The Romantic imagination, by Cecil Maurice Bowra (OUP, 1961)]

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BOOKS REVIEWED

and sought after a supreme Spirit, as creator and protector, some suggestion of a Spiritual Power, far above and beyond but also permeating this strange world, might be infused and so the whole outlook on life enlarged. The first two verses of the little hymn are not to be despised:

All things bright and beautiful
All creatures great and small,
All things wise and wonderful
The Lord God made them all.
He gave us eyes to see them
And lips that we might tell
How great is God Almighty
Who has done all things well.

There is small wonder that today so many people think or feel (if indeed they do either) that God is made by man. In spite of our knowledge through microscope and telescope, of the immensity and intricacy of the universe in which our splendid sun and world are mere specks. Wonder, thankfulness, praise, adoration surely help to inspire mind and spirit and integrate the world of men.

"Let knowledge grow from more to more
But more of reverence in us dwell."

Reverence for the wonder, beauty and mystery of life.

The book is certainly a lesson in the use and importance of careful observation, thought and native sensibility.

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MODERN IDEAS ON PHYSICAL EDUCATION, by M. W. Randall.



To quote from the foreword by A. D. Munrow, this publication, which stimulates us to examine what we are doing and why we are doing it, is especially to be welcomed.

This book should be prescribed for all students and teachers of physical education: It deals with physical education in its widest sense, and discusses in great detail many modern trends.

Supervisors of Physical Education and Inspectors of Education in particular, who very often interpret Physical Education as Gymnastics in its narrowest sense, would be well advised to study this book, in particular the chapter dealing with "Gymnastics in Physical Education."

While it admits that the Physical Education lesson of today still retains its gymnastic basis, it makes quite clear that attention is focused upon a range of skills far exceeding those of vaulting and agilities.

It covers the whole field of physical activity, all sports and pastimes, in and out of doors, of a competitive or recreational character, involving either team co-operation or individual effort. Its variety is infinite. It suggests that the scope of Physical Education in the School should be widened to include over and above swimming, athletics and games, such field pursuits as camping in order to greatly increase the range of challenging situations to which the children must react, in order to make an optimum effect upon the personality of the individuals. "Today the attempt is not through exaggerated veneration of a narrow athleticism, but through the development of varied interests, catered for by a wide Physical Education programme. There should be greater concentration on the kind of sport and recreation which many thousands can easily enjoy."

The chapters dealing with the aims of Physical Education, the Physical Education Lesson and recent influences, School Athletics and Boxing, are particularly thought provoking, while the appendix dealing with Student School Practice considerations could well be studied by lecturers in Physical Education and students in training.

B.W.R.

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SOUTH AFRICA AND WORLD OPINION, by Peter Calvocoressi (Institute of Race Relations, O.U.P.).



This little book, issued under the auspices of the Institute of Race Relations (an English unofficial and non-political body, founded in 1958) tells the story of South Africa's external relations from the sad days of Sharpeville and Langa. The story of Sharpeville, told by an apparently reasonably objective foreign observer, and the reactions throughout the world, to the events of that day will bring home again to us how soon we forget happenings that we could wish had never happened. The writer tries to be fair and points out that the offences of a white man call up something (among Asians) which the similar offences of a fellow Asian do not awaken. He analyses most lucidly world reaction not only to Sharpeville, but to the whole policy of apartheid, and examines impartially the pros and cons of economic sanctions against South Africa.

South Africa's continued membership of the Commonwealth is examined. (The book was written before we left the Commonwealth) and the writer puts forward a criticism of the 'club' analogy which was felt by many South Africans. He calls the analogy 'mischievous:' "In a club a member represents only himself. He may leave or secure the departure of another individual. But the members of the Commonwealth are societies, and to evict a society is to stigmatise and perhaps penalise a great number of people who are sinned against and not sinning."

Some useful appendices are given, including Mr. MacMillan's 'wind of change' speech. This is a very useful book for a political study group.

H.H.

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THE ROMANTIC IMAGINATION, by Sir Maurice Bowra. O.U.P. Oxford Paperbacks, London.



There are some lectures we would choose to forget. Others, today, we seek to put on permanent record by "taping" the spoken word, and it is because of man's ingenuity in this direction that **Symposium** is able to publish some of the contributions in this issue.

The author of "The Romantic Imagination" expresses some doubts about his book's revealing traits which are "undesirable in the printed page, but inevitable to lecturing." Your reviewer does not share Sir Maurice Bowra's doubts, for in publishing his lectures, delivered at Cambridge, Massachusetts, when he was Charles Eliot Norton, Professor of Poetry at Harvard Univer-

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sity, he has enabled wider audiences to share the pleasures and scholarship of his easily written views and, like the Romantic poets of whom he writes, add vastly to their experiences. The fact that this edition is a reprint appearing eleven years after its first publication is no drawback, since nothing has dated. Were it not for the paperback, there are many coveted works of literature that would never reach the student's own bookshelf.

One wonders if anyone today studies the Romantic Revival, or if it is just a memory of other-generation undergraduate days, spurned by the realities of the 'sixties and lost in the convolutions of the beatnik brain. If Keats appealed to the unsophisticated young men and women of twenty-five years ago, there must be a handful of people alive who can still be thrilled and charmed by the genius of his imagination and the craftwork of his imagery.

Sir Maurice deals with the work of the great Five representatives of the age, Blake, Coleridge, Wordsworth, Shelley and Keats, and adds their contemporaries or "familiars" in full measure, with essays — or lectures — on poems by Byron, Poe, Swinburne and Christina Rosetti.

In the introductory theme, which gives the volume its title, he brings home the power that the creative impulse, inspired by the unseen forces of imagination, nature, and the spirit of man impart to poetry. At the same time, he admits to the limitations of the Romantic Movement and, withstanding the temptation to become a complete votary of its poets, weighs up their achievements with an admiration tempered with sane reserve.

Professor Bowra's treatment of individual poems can help the teacher-interpreter of literature to a wider concept of appreciation and a richer understanding of what he is endeavouring to put across to his senior pupils. His analysis of "The Ancient Mariner" shows why it is Coleridge's greatest poem and not what he modestly regarded as an attempt to secure "that willing suspension of disbelief for the moment which constitutes poetic faith."

For the student reader there is much more to be found. Whether he turns to the "Ode on a Grecian Urn" or "Intimations of Immortality," or to any of the other major poems that make up the chapters of this readable, scholarly collection, he will find the experience refreshing and amply rewarding.

R.F.W.

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It would not be untoward in a review of **SCIENCE AND HUMAN VALUES**, by J. Bronowski, (Hutchinson), to take the opportunity of saluting one of the most distinguished Headmasters of the Commonwealth, Mr. A. J. Grant, of Jeppe High School for Boys, Johannesburg, who retires in 1962.

"My aim in this book," says the author, "is to show that the parts of civilisation make a whole; to display the links which give society its coherence, and more which give its life. I have had of all people, a historian tells me that science is a collection of facts, and his voice had not even the ironic rasp of one filing cabinet reproving another." Turning to Coleridge, Dr. Bronowski recalls the poet's definition of beauty as "unity in variety." That, says the author, is nothing more than "the search to discover unity in the wild variety of nature. What is a poetic image but the seizing and the exploration of a hidden likeness, in holding together two parts of a comparison which are to give depth to each other? The discoveries of science, the works of art are explorations — more, are explosions, of a hidden likeness. This is the act of creation in which an original thought is born, and it is the same act in original science and original art. The world which the human mind knows and explores does not survive if it is emptied of thought. And thought does not survive without symbolic concepts. The symbol and the metaphor are as necessary to science as to poetry."

Alan Grant was a scientist by training, a poet by inclination. In his own commonroom he would pause to discuss with the senior maths master some recent and abstruse theory of knots, and a little later would be discussing with appreciation and information the poetry of Eliot or John Wain. When one first picked up Dr. Bronowski's excellent book with its Greek sense of wholeness, one wondered whether it had not come too late. Do poets read Whitehead? Would Dr. Flemming enjoy John Wain? Or, as C. P. Snow put it in his Rede Lecture: "There seems then to be no place where the cultures meet. I am not going to waste time saying that this is a pity; it is much worse than that. This culture divide exists all over the western world. In fact the separation between the scientists and the non-scientists is much less bridgeable among the young today." If a bridge is to be built, then, it will be done by people of the calibre of Alan Grant. There is only one way out of all this, says C. P. Snow, "it is of course, by rethinking our education. A society holds together by the respect which man gives man," comments Dr. Bronowski. It fails in fact, it falls apart into groups of fear and power, when its concept of man is false." The influence of a great teacher over generations of boys growing into manhood is tremendous. Alan Grant gave many a boy a vision of human values, a love of science that was the more incisive because the same mind enjoyed Hopkins or Donne, because it saw in the discipline of science a way of handling a world in which human values survived. None of his pupils, some of whom occupy chairs in distinguished universities, seem to have fallen into the despair of the isolated scientist who denies the validity of value-judgements. "The problem of values arises only when men try to put together their need to be social animals with their need to be free men," says the author. "If truth is to be found, and not given, and if therefore it is to be tested in action, what other conditions grow of themselves from this?" Dr. Bronowski lists "independence in observation and in thought. From this follows dissent, the native activity of the scientist, which is the mark of freedom. And independence is safeguarded by free speech, free inquiry, free thought and tolerance."

Science and Human Values is the sort of book that Alan Grant would read and enjoy. And were that all, one might have dropped a private note to this end and omitted a personal reference on a public occasion. But one believes that men like this distinguished Headmaster do not stand monumentally alone. Generations of intelligent lads growing up in the Grant regime will find this book stimulating and useful.

Whilst the intention of this book is admirable, not all his readers will accept the assertion that the bridge between science and literature, especially poetry, is the search for likenesses. "The discoveries of science, the works of art are explorations . . . of hidden likeness