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[Review of the book The Albemarle book of modern verse for schools edited by Frederick Edward Simpson (London: J. Murray, 1962)]

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low by channelling into it the duller boys and girls among the sixth formers. Of course, they are thinking of admission to the teacher-training colleges, which do not rank with the universities."

Dr. King has a section on *Ideologies and Systems of Control,* which is most stimulating and helpful. Discussing censorship, he asks . . . "but have we always done well when we close young minds not simply to bawdiness but to a balanced view of human emotions and prospects as they are? To go one stage further, are we to agree with Plato that Homer and other masterpieces shall be banished from our schools because of the unseemly behaviour of the gods as there described?"

Very interesting is his survey of modern Holland where he points to the tremendous power of ideological disruption. In Holland there are Calvinist Boy Scouts and Catholic Boy Scouts—as well as a secular equivalent. There is a Calvinist trade union, a Catholic trade union and a left-wing, secular trade union. "Children," comments the author, "tend to find their playmates and school companions not in accordance with the class or local distinctions of other classes but by ideological criteria."

There is a very useful chapter on family change, and throughout the book wide and informed reference to educational problems and practice in other European countries, Russia and America. The style is easy, the author's personal idiom pleasant and there are innumerable useful references and authorities that can be followed up by those interested in some particular section of this most readable and informative book.

Discipline Without Punishment

Oskar Spiel (Faber).

Many educationists tend to enjoy the rebellions of educational non-conformists, although few have any intention of sharing their escapades with them. Not many of us have either the patience or essential goodness of spirit to join the Summerhill staff. Mr. A. S. Neill, whose book is reviewed elsewhere in these columns, is another teacher who feels, with Dr. Oskar Spiel of Vienna, that corporal punishment in particular is a confession of failure. Professor Spiel is the interesting phenomenon of an academic figure of repute who actually runs a school and handles the day to day problems involved in it—a fact that may free him from the common enough accusation of being one of those psychologists who are all very well in theory but who break down in the hard testing of the daily round.

Professor Spiel's approach is based on the teaching of Adler, one of the first of Freud's disciples but one who broke away from him. Adler felt that it was not in the past that one must look for an understanding of a person's problem behaviour, but rather in the future. What was the person striving towards, what were his goals? Unlike the Psychoanalytic School, he felt that there were other methods of treating mental problem than the patient-doctor relationship involved in the Freudian approach. To some extent Adler was a pioneer of modern group methods—methods well suited for the society of a school, where individual methods are far too costly.

Professor Spiel was personally with Adler for some time, and since the downfall of the Third Reich he has done much to provide a pattern of return to that sort of education which seeks rather to develop than to enslave the minds of children.

Modern teachers may at times find his approach a strange combination of old-fashioned moralistic methods, Adlerian goal-responses, and the idea of functional social interaction. But whatever one's reaction the book is worth study. Three cases are presented in reasonably full detail, so that one is able to watch Professor Spiel translate theory into practice. Much less individualistic in approach than Neill, Professor Spiel does not seem quite to have solved the problem of individual privacy—the ultimate need of all of us for an area of our personality that is beyond social control and influence. It is probably from this area than of personality that a great deal of leadership stems, and certainly much that we class as creative. In fact, by rejecting in practice the unconscious in the Freudian system Professor Spiel has not only simplified his approach: he has over-simplified it. Nevertheless, this educational experiment in Individual Psychology at the Experimental School in Vienna should attract the notice of all teachers who are alive to modern problems.—B.W.R.

The Albemarle Book of Modern Verse for Schools

ed. F. E. S. Finn (John Murray)

In approaching this assessment one is aware that in the hands of another writer an entirely different and opposed view might have been offered. Editor and reviewer both believe that in the mid-forms of the Secondary (or High) School the teacher of English will succeed far better with his poetry lessons if he uses modern writing. The tendency in South Africa, and indeed in many parts of the English-speaking world, is to ignore most poetic experience after Tennyson. The result is a sense of complete unreality for the greater majority of modern pupils, for such an attitude excludes the idiom and content of modern life—a situation that can be remedied by the wholesale introduction of youth to poets of their own time. Such a course does not—as some of the rear guard occasionally protest—cut the modern

child off from his rightful inheritance of English Poetry. While still at school he should indeed sample the heady whimsy of much of the Romantic movement, the intensely personal explorations of the Lake Poets, the humility and wonder that touches life with a delicacy strange to metropolitan children unaware of a pre-industrial world, But such an experience requires from ordinary young people a degree of mutual and linguistic sophistication rare unless they are peculiarly and happily gifted and many a future businessman or engineer is permanently alienated from poetry at this mid-secondary school stage by the failure of enthusiastic teachers to understand the imaginative and emotional needs of modern pupils.

In appreciating this problem and attempting to solve it in the Albemarle Books, the editor has performed a most useful service. This work is not to be recommended as a bedside book, however; for it was after midnight when this reviewer had read almost every single poem in Book One, with that sort of guilty feeling one gets from being lost in an Encyclopaedia. But although few of us read poetry by the hour one has no feeling of mental flatulence from this delightful introduction to poets such as John Wain, Carl Sanburg, Patrick Kavanah and Christopher Logue, to mention but four.

It was pleasant to see leading Americans printed, and even happier to find that an English editor was capable of breaking through the usually chaste bounds of provincial English educational thought to include Commonwealth and South African writers. On his next revision—and I would suggest that this anthology is destined for a long run if it is capably handled—it would be possible to suggest new names. Of course, it is *always* possible to do that, and not particularly clever.

Grading is always a problem, and ultimately must refer to a particlar pupil context; but accepting that, there did not appear to this reviewer to be a sufficient movement of development from the beginning of the first book to the end of the second. One can read both books without discovering the principle applied in the grading at all.

Format, general appearance and price are all very satisfactory. This book is one that experienced teachers will want to use.—B.W.R.

English Critical Texts

D. J. Enright & Ernst de Chickera (O.U.P.)

The texts range from the 16th to the 20th century and include Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, William Wordsworth, S. T. Coleridge, P. B. Shelley, John Keats, Matthew Arnold, T. S. Eliot and F. R. Leavis. In other words, the backbone of Saintsbury's *Loci Critici* is reassembled. The large classical component that Saintsbury used has been relegated in somewhat reduced form to the "Classical Appendix" and two modern critics have been added.

Of course, in assessing the value of such a work two points occur. Should students have access to other people's *opinions* at all, or should they first learn *to respond to literature* as a *first-hand* experience, and only much later enquire what men and women of repute have thought? Does the study of critical writing not perhaps lead to a stuffing of minds with other people's ideas—all, no matter how good, second-hand? There are many university lecturers in English who would regard the collecting of critical comment with some suspicion. And yet there is no doubt that if we, as readers, are to move from mere liking or disliking of what we read to a more articulate and rational position, we must provide ourselves with the literary tools. And a judicious examination of approaches made by men of lively mind and real sensitivity may help the student to organise and to actualise his own incoherent reactions more rapidly than the slow process of trial and error. No other discipline would permit the student to pursue so cumbersome a learning process as the mere recapitulation which is frequently involved in the protest against the use of opinion and reaction other than one's own. So perhaps there is still a need for a work of this sort. The title limits the contents to *English Critical Texts*, but whether the compilers intentionally limited their collection to the work of Englishmen or whether by "English" they intend all who use the English Language, is indeed doubtful. It seems odd to exclude for instance all American critics. One thinks of *The Art of Fiction* by Henry James, and Edgar Allen Poe's thoughts on *The Poetic Principle*. John Crow Ransom has written on Poetry, and is rewarding to the student of informed critical thinking.

The Editors themselves offer in their introduction a most pleasant essay on literary criticism, which this reviewer found most stimulating and pleasantly provoking. With the addition of some American work, possibly a little Australian, and perhaps something more than Mr. Leavis—such as the writing of John Wain, who is often well worth one's attention, this book would have presented a better front. Perhaps publisher and authors would keep this in mind when—as we hope—a second edition is to be considered.—B.W.R.

The British Search for the Northwest Passage in the Eighteenth Century

Williams

Glyndwer Williams has produced a gripping story of the hazards of 18th Century naval exploration in the North Seas and has shown real insight into,