

discipline without destroying a love of literature. Undoubtedly the problem is exaggerated nowadays; it is easy to forget that children like discipline (i.e. just and intelligent control), however much they appear to resent it. It is not the discipline or even the hard work involved in learning poetry that turns the child against it in later life. It is the unimaginative presentation of the work that causes revulsion. This danger did not beset the old Classical discipline; true, there was the spade-work of declensions and conjugations, but if that was done at a sufficiently early age the child was capable of satisfying some at least of his adolescent poetic instincts with Horace, Ovid, Homer and Plato. In the teaching of English the problem is reversed; it is in the fifth and sixth forms that the child's mind is most likely to be fogged and twisted, largely as the result of the efforts to turn him into a little literary critic. Mr Blamires rightly deprecates this and draws a clear distinction between the enjoyment of literature and the criticism of literature. In developing this idea of the enjoyment of literature Mr Blamires comes to the heart of the matter.

The encouragement of pleasure in reading is no hedonistic cult, no art for art's sake doctrine. He explains clearly the relation of literature to life: 'The crying need of our growing generation is not that they should be put on their guard against the tricks by which the cunning play on the emotions of others, but rather that their hearts should be strengthened by the reception of sturdy, unselfish and compassionate sentiments'. It will be obvious that, highly as he esteems the Leavis school of criticism, Mr Blamires suffers no illusions about the limitations of its esoteric teaching. Yet it must not be imagined that Mr Blamires is unaware of the need for linguistic discipline. That is his first postulate: from their earliest years children must be taught to read and use words. If that sounds a superfluous suggestion, ask any tradesman or businessman whether his apprentices can read and write satisfactorily. Mr Blamires has many suggestions to make, though all teachers will ask for more, as to how a child should be made a master of words. But, most important of all, this book does underline the connection between literature and life and therefore does uphold the true nature of Christian education. No doubt many teachers will ask for more 'practical' hints, as they are called. But the unspoken conclusion of Mr Blamires' thesis is that the teacher of letters will influence his children by the principles of his own beliefs and practices. And that is a serious thought.

GERARD MBATH, O.P.

**THE ACCUMULATION OF CAPITAL.** By Rosa Luxemburg. Translated by A. F. Schwarzschild. (Routledge and Kegan Paul; 35s.)

Rosa Luxemburg's place in the history of the German workers' movement is secure, if only because of her part in the founding of the

Spartacus League in 1917 and because of the shameful way she was betrayed to her death by former party comrades two years later. But Dr W. Stark has done well to remind us, by including this work among his 'Rare Masterpieces of Philosophy and Science', that she was also an economist of outstanding ability with a deeply analytical mind and an uncommon perception of the demands of a developing economy.

This work, which was first published in German in 1913, is an analysis of expanded reproduction, i.e. production with capital accumulating. The problem which she sets out to discuss is the relation between demand and accumulation: where does the demand come from? She is not concerned with modern discussions of saving and investment, but with the inducement to the capitalist to increase his amount of invested capital. She reviews the development of solutions from Sismondi to the early Russians and, although a Marxist, is critical of the Marxist analysis. Finally the solution is approached by a historical consideration of 'economic imperialism'—a situation arises where the ration of saving exceeds the rate of accumulation demanded by technical progress, and there is no further outlet for the capitalisation of savings inside the system. The next step is obvious: the invasion of primitive economies. New markets are found, new territory to acquire, new resources to exploit, and so the collapse which threatened through deficiency of demand is postponed.

It is beside the point to advance criticisms of this thesis nearly forty years after its publication. While admitting the deficiencies of the analysis, e.g. neglect of the rise in real wages and the effects of technical progress inside this system, one must admit that it is a remarkable achievement. For, as Mrs Joan Robinson says in her Introduction, 'something like it is now widely accepted as being true. . . . This book shows more prescience than any orthodox contemporary could claim.' It is not easy reading, for its line is not pursued in a cold objective way. Instead there is a turbulent outpouring of argument, illustration, invective and insight, the whole cloaked in a Marxist terminology which does nothing to enlighten the frequent obscurities and involutions of the text. The typography, irreproachable, is by Seán Jennett.

JOHN FITZSIMONS

*THE VIRGIN AND THE CHILD*. An Anthology of Paintings and Poems edited by Elizabeth Rothenstein. (Collins; 12s. 6d.)

*MISERERE*. Engravings by Georges Rouault, with a Foreword by Anthony Blount. (Trianon Press; Faber; 25s.)

*L'ART SACRÉ*, No. 11-12; *VENCE*. (Agents: Blackfriars Publications; 3s. 6d.)

Professor Blount, in his Foreword to the Rouault engravings on the