

THE UNITY OF KNOWLEDGE. Reflections on the Universities of Cambridge and London. By George B. Jeffery. (C.U.P.; 3s. 6d.)

Very many University teachers today are uneasily conscious of the problems into which Mr Jeffery probes in this thoughtful little book; they will see their own misgivings reflected in it. Mr Jeffery knows his academic world and is much concerned for its welfare; and, since his intelligence is both strong and discreet, his diagnosis is valuable; though he does not seem to be so sure of the remedy as of the disease. This disease might be described as a lack of intrinsic order; this is not Mr Jeffery's term, but it represents, I think, his meaning. Round the academic bee-hive buzzes a vast swarm of distinct 'subjects'; and the average don is so busy trying to master his own particular bee and get its honey to those who want it and pay for it, that he has practically no time to enquire into the ultimate purpose of the hive. The particular jobs, however, are done pretty well as a rule: and masses of honey are produced. But next to nothing is done to relate the product to the consumers, other than quite superficially. In other words, the knowledge produced by the modern University is not ordered, as knowledge, in a scale of value corresponding to any intrinsic or natural order in the minds that want it; except quite superficially. Whether minds, or knowledge itself, have such an intrinsic order is a question that the system does not seem to presuppose and certainly does not encourage. The result is that those who keep the system going have not really got their hearts in it as it stands; they feel that for all its external efficiency it is inwardly chaotic.

This is a sharper statement than any that Mr Jeffery makes; but it is, I think, borne out by his sober reflections on the history of London University and on his own experience of it and of Cambridge. He traces in fact a process of disintegration; the dividing of knowledge from religion and social life with the loss of the old collegiate system, the multiplication of jealously divided departments, the growth of excessive deference to the 'expert'. A University, he says, must be 'prepared to stand up to its experts'. As to remedies he is tentative; but believes that some more 'philosophy' in the curricula would be an excellent thing. It would indeed.

K.F.

ENGLISH IN EDUCATION. By H. Blamires. (Bles; 10s. 6d.)

The author of *Repair the Ruins* has written on a matter which is still the subject of much discussion. In common with many other people, Mr Blamires believes that the discipline, when it is discovered and put into operation, of English language may eventually fill the gap which is growing larger by the steady withdrawal of modern studies from the Classics. The problem is how to find and still more how to impose the