

its concluding section, in which Mr Somervell summarizes his own abridgement of the whole work. In about forty pages he provides an excellent précis of Professor Toynbee's argument; no better introduction to *The Study of History* could be found.

A.R.

WHY WAGES RISE. By F. A. Harper. (Foundation for Economic Education Inc.; \$1.50.)

In this book Mr Harper shows that a rising standard of living for the worker depends upon increasing productivity, there being little scope now for achieving this end through a redistribution of income. He underestimates the importance of trade unions, however; without them a much larger share of income might now be going in rents, dividends, and interest than is the case. He shows how inflation is harmful, and that even if wages keep pace with the cost of living the worker loses, for the real value of his savings is destroyed and he becomes unable to make adequate provision for his retirement.

Later in the book the Welfare State comes under fire. There is some truth in Mr Harper's arguments, but one cannot help feeling that at times his rugged individualism is carried too far. Most economists would also reject his idea that unemployment can be cured simply by cutting wage rates.

Despite the weaknesses, this is a useful and interesting book, especially as it is written for the general reader, whom these matters concern very much, rather than the specialist.

J. M. JACKSON

PROCEEDINGS. Second Annual Convention of the Society of Catholic College Teachers of Sacred Doctrine. (University of Notre Dame.)

This latest volume of proceedings is as thorough and painstaking in discussion as its predecessors. We must not be put off by the 'Americanisms', especially in the titles. It takes very little effort to discover the plain English, and when once we have done so we find problems that we share in common with our American teaching brethren. The first title alone is instructive: The finality of the College Course in Sacred Doctrine—in the light of the finality of theology, in the light of the finality of the layman. Really we are here touching the question of the development of dogma, and at the same time the problem of applying immutable eternal truth to very mutable human conditions. It is in such terms that the vital question of religious instruction in schools must always be considered.

GERARD MEATH, O.P.