

The reviewer cannot overlook the work of the Instituto Gonzalo Fernández de Oviedo whose ambitious list of publications at the end of the volume indicates that despite the plight of war and suffering some of the scholars of Spain are able to carry on. As one would expect, the volume by Rodríguez is a defense of Ulloa and of Spanish absolutism. If these facts are kept in mind, such books as this one are indispensable.

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A Professor at Large. By STEPHEN DUGGAN. (New York: The Macmillan Company, 1943. Pp. xviii, 468. \$3.50.)

The first World War saw the United States change from a debtor nation into a creditor nation. This fact, as well as the failure of a great many people properly to appreciate its implications, has been of tremendous importance in contributing to international developments between the two world wars. During the present war the United States has undergone a change which promises to become at least equally important: from a country with a favorable balance of cultural imports, so to speak, to a nation which is expected to supply cultural just as well as material aid and stimulus to the rest of the world. As a matter of fact, in large and still growing parts of the world of today America has come to be regarded as the principal source of intellectual and ideological as well as economic guidance for an immensely difficult period of internal reconstruction and the shaping of a world worthy of human beings.

At this time, therefore, it is not only appropriate but indeed necessary to attempt to take stock not only of what the United States has contributed to the cultural enrichment of other countries but also what it can and should reasonably expect to do in the approaching post-war era which will be characterized by the necessities of salvaging the remainders of old-world civilization, helping the peoples of Europe and Asia to equip themselves for active participation in the better world of tomorrow, consolidating and developing true western hemisphere coöperation, and assisting the "underprivileged" colonial regions in attaining a higher degree of social, economic, and political autonomy.

It is somewhat discouraging to note that, while treatises on the material aspects of post-war organization are approaching the proportions of a deluge, its educational problems have received little serious attention. It is from this viewpoint that Dr. Duggan's book assumes special significance.

Dr. Duggan, the founder of the Institute of International Education in New York City and its director since its establishment a quarter of a century ago, is without doubt exceptionally qualified to speak with authority on the task of education for the improvement of international relations and the techniques to be applied for the realization of this task. It would be difficult to find a more widely traveled man among the leading educators of America or, indeed, any other country of today. What is even more important, Dr. Duggan has brought to his task a genuinely liberal mind, an urbane personality, and manifold interests. It is worth observing that, through all his cosmopolitan contacts, he has remained a typical representative of American ways.

His present book is a combination of personal recollections with general reflections on education, culture, and general background of the countries and regions which he has visited. The whole book, with the exception of the first chapter, deals with the experiences of the author since the foundation of the Institute of International Education. The work of the Institute is described, foreign influences on American culture are traced and described in a succinct and stimulating manner, and the observations of the author in Britain, France, Germany, Russia, Italy, Switzerland and Danubia, Hawaii and the Philippines, China, and Latin American are presented in separate chapters. An additional chapter is given to the discussion of "the quest for hemisphere solidarity" (to whose promotion in the cultural field the Institute under Dr. Duggan's direction has so actively contributed, especially during the past five years), and a final chapter is devoted to reflections on the basic requirements for a better post-war world and the rôle of the United States in it.

There is no doubt that the activities of Dr. Duggan and his Institute have been most valuable in the organization of the exchange of students and professors between institutions of higher learning of the United States and foreign countries and in aiding European scholars driven out of their home lands by dictatorship and war in reëstablishing themselves in the United States and making their training available to educational institutions in this country. Many readers might have been interested, like this reviewer, in having Dr. Duggan discuss in greater detail the effects of the student exchange between the United States and totalitarian countries, upon the individuals concerned and upon the citizens of the host countries with whom they came into contact—whatever these effects may have been. This very interesting subject is mentioned only in passing and with reference to German students in America. It also would have been

most valuable to secure some specific information as to the extent in which the experiences of American exchange students in Europe aided them in securing an adequate understanding of actual issues and developments concerning those countries and their international relations.

The chapters dealing with inter-American relations are interesting throughout. The fundamental differences in educational outlooks and methods between Anglo and Latin America and certain problems arising therefrom are clearly brought into focus. This reviewer would have particularly welcomed specific recommendations in regard to the problems of exchange of students and scholars and the intensification of scholarly coöperation between the Americas. Dr. Dugan is certainly one of the best qualified persons to deal with these subjects, in view of his long and intimate experience not only as institute head but also as government adviser and, what is most important, as a sympathetic visitor and student of Latin America.

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El positivismo en México. By LEOPOLDO ZEA. (Mexico: El Colegio de México, Fondo de Cultura Económica, 1943. Pp. 254. \$1.25.)

This volume is a worthy addition to the valuable series of scholarly works issued by the Colegio de México and published by the Fondo de Cultura Económica. The author, Leopoldo Zea, has presented therein an impartial and well-documented interpretative review of positivism in Mexico. Though the subject matter of the book is one that would ordinarily be regarded as difficult or "heavy," the author has reduced difficulty to a minimum through a well-planned organization of his materials and by clearly labelled sections (or parts), chapters, and subtopics. In addition, the descriptions and analyses are clearly presented in a concise and pleasing style.

The positivistic philosophy of Augustus Comte has had a singularly significant place in Mexican thought for almost a century. Positivism there has not been simply a school of thought. It has been a program of action and an instrument for a defined social group in its efforts to attain certain goals in Mexican life. So, as this author clearly points out, the study of positivism in Mexico is not merely a study of the transfer of a European philosophy to Mexico and how that philosophy affected intellectual behavior there; it is a study of how certain Mexican groups, to accomplish their