in the writings of "friends, faculty members, and students" of the university.

*West Virginia University*

**Charles H. Ambler**


Of the five biographies of William Penn that have appeared within the past decade, the one by Dr. Hull seems to this reviewer to be the most original in organization and the most authoritative in content. Had this book been of the conventional type it might well be questioned whether there was need for such a work at this time. But it is not of the conventional type; it is not merely another life of Penn. It is an original and striking book, which will long remain a standard work.

The reader is at once impressed with the organization of the book, which departs from the customary division into chapters and employs the topical method throughout. The story of the life and achievements of Penn is told under twenty-eight topics, so arranged as to give a fairly chronological account. Each topic represents a phase of Penn's life and is given in its proper time-setting. Thus the book as a whole exhibits more movement than one would suppose, and is accumulative in its effect. By treating each topic consecutively from beginning to end a greater unity is attained than by the chronological method. The result is quite satisfactory, and one lays down the book with the feeling that not the least of its merits is its novel organization.

But it has other merits as well. It exhibits exhaustive research, mastery of materials, and literary skill. The book is well documented, contains forty-six well-chosen illustrations, a discriminating bibliography, and a good index. Its value as a scholarly production is still further enhanced by frequent direct quotation from the original sources. The format is excellent, and there appear to be no typographical errors.

The book is, however, somewhat tinged with hero worship. No doubt a conscious effort was made to present the facts impartially, but, while the author avoids fulsome praise and unhesitatingly cites numerous adverse criticisms made by previous biographers of Penn, he nevertheless seldom endorses these criticisms and sometimes labors to refute them, with the result that the general impression is left that he is an advocate for Penn. When treading upon con-
troversial ground, there is nearly always observable a tendency to resolve all doubts in favor of Penn. Furthermore, some of the author’s statements appear too sweeping to be accepted without question, as, for example, when (in the preface) he characterizes Penn as “a learned scholar and author of classic literature, and a law-giver and international statesman of the highest rank,” and when he refers to Penn’s “profound scholarship” (p. 317). Also open to question is his statement referring to Penn’s literary ability: after excepting Milton, he goes on to say: “By none of his other great literary contemporaries, however—Pepys, Butler, Bunyan, Dryden, and Locke—is Penn at his best totally eclipsed: this as to form; while as to substance, he shines among them as does the sun among the planets” (p. 156). Again, “As a maker of constitutions and laws, Penn has taken high place in the line of illustrious statesmen” (p. 335). Some might question also whether Penn was entitled to as much credit for the passage of the Toleration Act of 1689 as Dr. Hull accords him (p. 215). That William Penn was a great and good man is freely admitted, but was he really as great as Dr. Hull would have us believe?

It would be expecting too much, however, to expect a book about William Penn written under Quaker auspices to be entirely free from hero worship, and, after all, there may be room for difference of opinion regarding these matters. Dr. Hull has produced an outstanding biography that amply sustains his reputation for thorough scholarship. His life of Penn is a notable contribution to the subject and will no doubt receive the high commendation which it so richly deserves.

The Pennsylvania State College

WAYLAND F. DUNAWAY


Historians of the economic-determinism school must find it a difficult task indeed to find a place in their hypothesis for such a man as Anthony Benezet. Here was a man who was a philanthropist in the true sense of the word, a man who really subordinated his own economic welfare to his love of humanity. Of French Huguenot parentage, he became a Quaker shortly after his arrival in Philadelphia in 1731. Unlike his father and his brothers, he was unable to find either success or happiness in the merchandising business, and it was not until he was twenty-six years old, in 1739, that he found his real forte—school teaching. He was a pioneer in two fields of education—girls and Negroes. To the