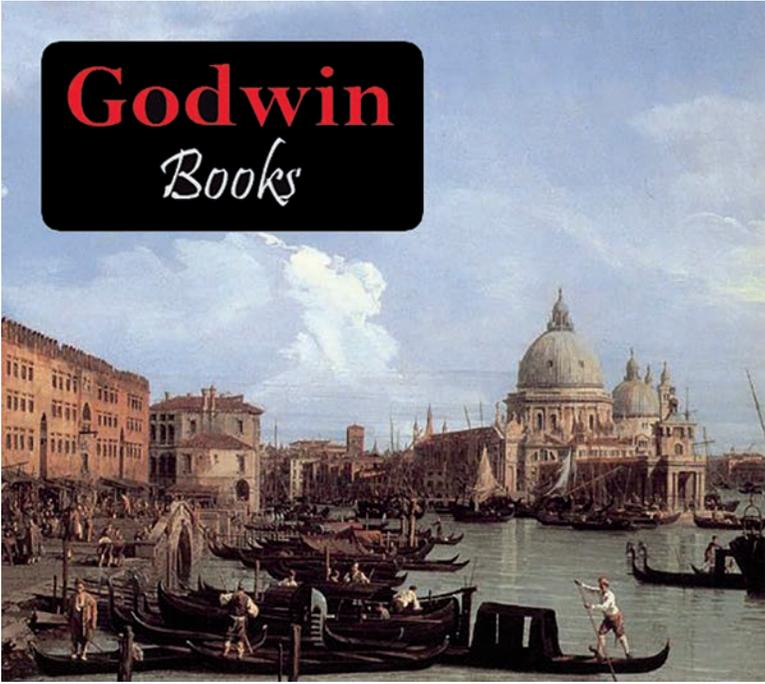
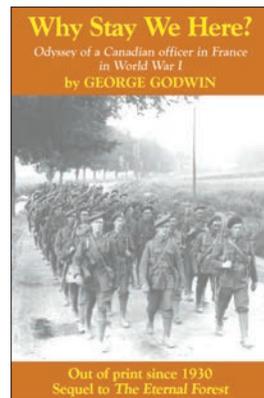
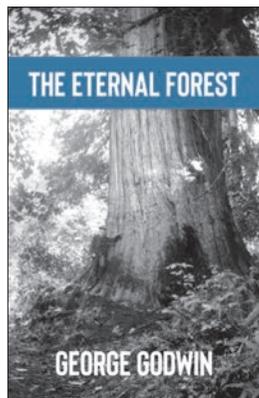
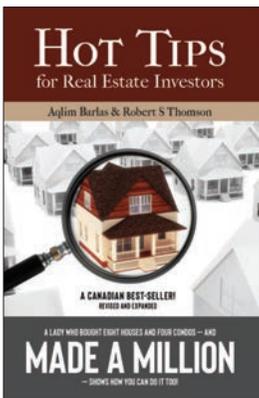
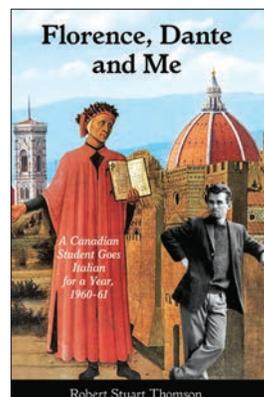
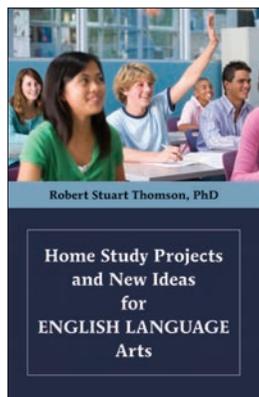
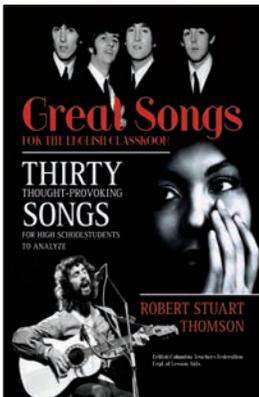
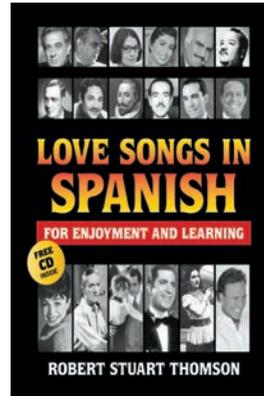
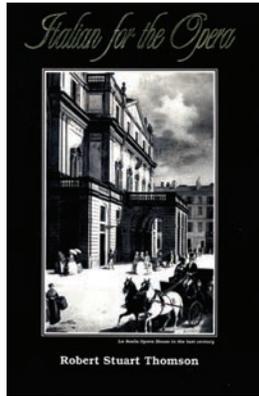
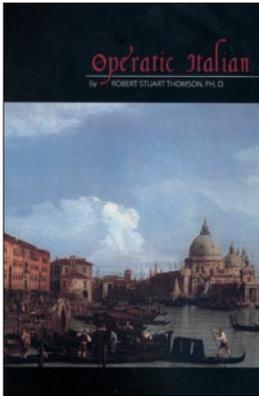


**Godwin**  
*Books*



# Catalog of Godwin Books

[www.godwinbooks.com](http://www.godwinbooks.com)



Want more information on our books?  
Visit: [www.godwinbooks.com](http://www.godwinbooks.com)

# Welcome to Godwin Books!

We are located in Victoria, B. C. (Canada) and we specialize in non-fiction. In this twenty-page catalog you will find nine books.

THE NINE BOOKS ARE:

- A. *Operatic Italian*
- B. *Italian for the Opera*
- C. *Love songs in Spanish for Enjoyment and Learning*
- D. *Great songs for the English Classroom*
- E. *Home Study Projects and New Ideas for English Language Arts*
- F. *Florence, Dante and Me*
- G. *Hot Tips for Real Estate Investors*
- H. *The Eternal Forest*
- I. *Why stay we here?*

The first seven books were written by Robert Thomson; books 8 and 9 were written by George Godwin.

I have put them in the following order to make it easier for you to forward them to the relevant acquisitions person:

- *Music: entries A to C.*
- *Education (English): entries D, E*
- *Italy and Travel (Autobiography): entry F*
- *Business (real estate): entry G*
- *History and Canadiana: entries H, I*

Free reads! On our website you can read free of charge two other books by George Godwin: *The Future of Canada* (1928) and *Japan's New Order* (1942).

## TO ORDER BOOKS

Order books from amazon.com or from our website,

[www.godwinbooks.com](http://www.godwinbooks.com)

**On this website you will find more detailed information about all our books.**

# Table of Contents

## 1. MUSIC

A Operatic Italian . . . . .	1
B Italian For the Opera . . . . .	2
C Love Songs In Spanish For Enjoyment and Learning . . . . .	3

## 2. EDUCATION (ENGLISH)

D Great Songs For the English Classroom. . . . .	5
E Home Study Projects and New Ideas For English Language Arts . . . . .	6

## 3. AUTOBIOGRAPHICAL BOOKS

F Florence, Dante and Me . . . . .	9
------------------------------------	---

## 4. REAL ESTATE INVESTMENT

G Hot Tips For Real Estate Investors . . . . .	11
--	----

## 5. BOOKS FOR HISTORY

H The Eternal Forest . . . . .	13
I Why Stay We Here? . . . . .	15



**OPERATIC ITALIAN,**  
by Robert S. Thomson, PhD.  
Godwin Books, 2009

ISBN: 0-9696774-7-2,  
456 pp. Photographs and  
index. Paperback.

Teachers of voice and Italian:  
a student version of this book  
(without keys to exercises)  
and a 23 page booklet  
containing the keys are also  
available at [amazon.com](http://amazon.com)

The meaning of the operatic extracts is made clear by use of an interlinear translation. The international phonetic alphabet and music staff lines are used throughout. Fourteen quizzes with answers enable the reader to monitor progress. Numerous photos illuminate the book and many urls (e.g. of Robert Benigni reading Dante) help orient those readers who wish to explore in greater depth.

#### COMMENTS FROM THE CRITICS

*Operatic Italian* would make a fantastic textbook for a conservatory or university. (*Opera Today*, Jan. 19, 2010)

*Operatic Italian* has a rightful place next to the Italian dictionary on the shelf of every serious student of opera. (*NATS Journal*, Aug. 2009)

Any performing-arts student needs to read this book. (*Music Reference Services Quarterly*, May 16, 2011)

Robert Thomson brings clarity to the Italian language as used in librettos. (*Opera America*, summer of 2009)

(...) a finely assembled guide, put together with (...) profound knowledge and organizational flair. (*Opera*, London, U.K., April 2012)

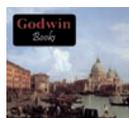
## 1. MUSIC

### A OPERATIC ITALIAN

Price: \$29.00 (U.S.) for softcover;  
\$3.00 for Kindle eBook

For sample pages and reviews visit  
[www.godwinbooks.com](http://www.godwinbooks.com)

This book focuses on “operatic” Italian (literary Italian in the classic mode) Parts of speech provide the framework, each of which is illustrated by interesting extracts from a wide range of operas. The author proceeds from the simple (nouns and articles) to the complex (past subjunctive) and, following this path, clarifies points of interest: pronunciation, archaic language, convoluted syntax, datives of advantage, nuances and connotation, use of the *passato remoto*, etc. There are chapters on idioms, the limitations of translations and surtitles, suggested criteria for evaluating libretti, operatic aspects of canzoni, and the pervasive influence of Dante. The meaning of the operatic extracts is made clear by use of an interlinear translation. The international phonetic alphabet and music staff lines are used throughout. Fourteen quizzes with answers enable the reader to monitor progress. Numerous photos illuminate the book and many urls (e.g. of Robert Benigni reading Dante) help orient those readers who wish to explore in greater depth.



## 1. MUSIC

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

## B ITALIAN FOR THE OPERA

Price: \$15.00 (U.S.) for softcover;  
\$2.99 for Kindle eBook  
Available from [amazon.com](http://amazon.com)

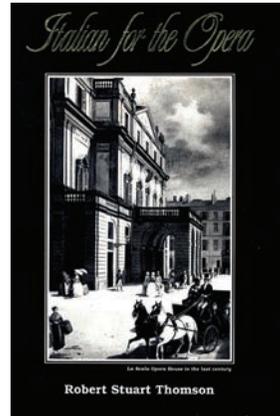
Like its successor, *Operatic Italian* (2009), *Italian for the Opera* (1991) is an overall guide to the language of opera. The framework consists of the eight parts of speech and the author guides the reader through them all, starting with nouns and ending with the imperfect subjunctive. Dozens of interesting extracts from operas show how parts of speech are used. The author analyzes many of these extracts, commenting on such things as connotation, innuendo, character, theme, plot and the 'hidden opera' (found in some operas) which is really a reflection of the often traumatic events in the composer's own life. There are sections on pronunciation, the limitations of translations and suggested criteria for judging libretti. Regular quizzes throughout enable readers to monitor their progress. This book sold out in 2003 but was reprinted in 2015 and is now again available. *Operatic Italian* (Book A) is more than an abridged version of *Italian for the Opera*, it is a vast expansion of it and for this reason was given a new title.

### COMMENTS FROM THE CRITICS

*What a marvellously useful book! I wish I'd had this guide when the opera bug first bit me years ago.* (Walter Lippincott Jr., former director of Princeton University Press)

*(...) aids students of modern Italian in understanding the intricacies of operatic Italian and introduces the non-speaker to the basics of the language while providing shortcuts to understanding key words and forms likely to be encountered in opera.* (*Opera America Newslines*, Feb. 1997)

*Your book is written in a charming, breezy style that makes grasping, say, reflexive pronouns, easy and fun. (...) It is well-suited to self-instruction; there are periodic quizzes, with answers at the back of the book. I also liked your humorous sidebars, like the one about George Bernard Shaw: [Asked whether he could speak Italian, Shaw replied "Well, I can order a bowl of poison and a dagger but I can't order a glass of milk. I know about twenty words of operatic Italian. ed.]* (Dave Daniels)



### ITALIAN FOR THE OPERA

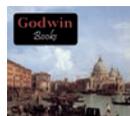
by Robert S. Thomson  
Godwin Books, 1991.

ISBN: 0-9696774-0-5  
158 pp. Photographs and index.

To see sample pages and reviews and to order visit:  
[www.godwinbooks.com](http://www.godwinbooks.com)

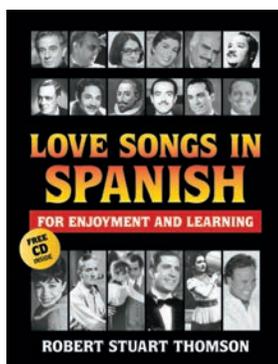
Listed with [amazon.com](http://amazon.com)

### 1. MUSIC



CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)



## LOVE SONGS IN SPANISH FOR ENJOYMENT AND LEARNING

by Robert S. Thomson  
Godwin Books, 2015.

ISBN 978-0-9696774-9-9  
126 pages, photographs.

To see sample pages and  
reviews and to order visit:  
[www.godwinbooks.com](http://www.godwinbooks.com)

Listed with [amazon.com](http://amazon.com)

## C LOVE SONGS IN SPANISH FOR ENJOYMENT AND LEARNING

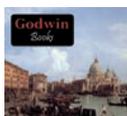
Price: \$19.00 (U.S.) for paperback; \$3.00 for  
Kindle eBook

Available from [amazon.com](http://amazon.com)

This book contains 24 carefully chosen love songs from ‘the golden era’ of song (1920-60). Many of them are virtually poems and they will bring you much enjoyment. *Love songs in Spanish* is also an effective way to learn Spanish. If you listen to the songs over and over (better still, sing along with them) you will acquire a good accent, you will learn new words and you will gain insight into the cultures that produced the songs.

### CONTENTS:

- *a reliable version of the Spanish words*
- *an accurate translation into English*
- *notes on grammar, verb tenses and idioms*
- *notes on composer/lyricist and vocalist*
- *suggested song-related movies and books*
- *ideas for teaching (e.g. with clozes)*
- *photographs of composers and vocalists*



### 1. MUSIC

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

LOVE SONGS IN SPANISH CONTAINS THE FOLLOWING SONGS:

- |   |  |
|---|--|
| 1. <i>Solamente una vez</i>             | 13. <i>Piel canela</i>                             |
| 2. <i>Amor, amor, amor</i>              | 14. <i>¿Y qué hiciste del amor que me juraste?</i> |
| 3. <i>Noche de ronda</i>                | 15. <i>Di que no es verdad</i>                     |
| 4. <i>Quizás? Quizás? Quizás?</i>       | 16. <i>Se me olvidó otra vez</i>                   |
| 5. <i>Cielito Lindo</i>                 | 17. <i>Granada</i>                                 |
| 6. <i>Angelitos negros</i>              | 18. <i>La paloma</i>                               |
| 7. <i>Siboney</i>                       | 19. <i>¡Hey!</i>                                   |
| 8. <i>Cucurrucucú, Paloma</i>           | 20. <i>Mi Buenos Aires querido</i>                 |
| 9. <i>Historia de un amor</i>           | 21. <i>El día que me quieras</i>                   |
| 10. <i>Sabor a mí</i>                   | 22. <i>A media luz</i>                             |
| 11. <i>Caminito</i>                     | 23. <i>Que nadie sepa mi sufrir</i>                |
| 12. <i>Miraron llorar a este hombre</i> | 24. <i>Las mañanitas</i>                           |

A CD is available but only from the author. Amazon.com does not have it.

Write for details: [rthomson@islandnet.com](mailto:rthomson@islandnet.com)

For more details about the book visit

[www.godwinbooks.com](http://www.godwinbooks.com)

COMMENTS FROM CRITICS AND READERS

*Thomson's **Love Songs in Spanish for Enjoyment and Learning** is an inspired project that could successfully be used to add an enjoyable cultural component in many beginning, intermediate or even advanced Spanish language classes in the hands of a skilled teacher. (Hispania, December 2016)*

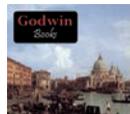
*The artists are truly wonderful. I loved listening to them. Your great love of the music impelled you to share it. (Ginny Chadwick, Victoria, B.C.)*

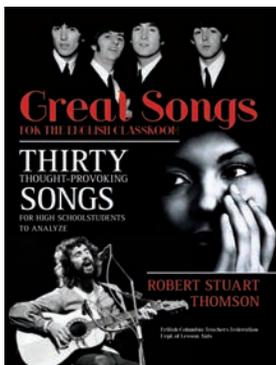
*As a teacher of Spanish I found this book very helpful in teaching and reinforcing grammar points to students. The detailed instructions on how to teach songs with cloze outlines was most helpful. (Nora Robson, teacher of Spanish in Victoria, B.C.)*

1. MUSIC

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)





## GREAT SONGS FOR THE ENGLISH CLASSROOM

by Robert S. Thomson.  
British Columbia Teachers Federation, Department of Lesson Aids. 1980.

ISBN not yet assigned.  
52 pages. Available now only in pdf but will shortly be available in paperback. \$12.

To see sample pages and reviews and to order visit:  
[www.godwinbooks.com](http://www.godwinbooks.com)

Not listed yet with amazon.com

*Vincent* (Don McLean) raises awareness about creative people who are ostracized. And so on. Working with clozes helps students to become aware of important issues in their lives. For the teacher short of time, working on a cloze can be done in twenty minutes. It's an effective way to add variety to your program of studies and it works wonders with students who tend to be unmotivated and/or inattentive.

### THREE COMMENTS BY STUDENTS

*I like working on songs because they are about my life. When you fill in the blanks to the songs, you understand them. I wish we could have done more.*

*Now when I hear songs we have studied I pay more attention to them and I have some insight into the stories they tell.*

*I have never been in a class where everyone can be so open. I think it is good for people to talk things out. Many people get rid of a lot of frustrations in this class, but most of all we learn a lot about people and life. The real world.*

## 2. EDUCATION (ENGLISH)

### D GREAT SONGS FOR THE ENGLISH CLASSROOM

At the moment *Great Songs* is only available as a pdf file and it has to be ordered through [www.godwinbooks.com](http://www.godwinbooks.com) Price: \$3.00 (U.S.)

*Great Songs for the English Classroom* (Thirty thought-provoking songs for high school students to reflect on and analyze.) This book contains tips for teaching with cloze outlines. Students fill in the blanks (This is a good review of basics.) then they correct their version. Class discussion follows and leads to individual journal writing. The journal offers students a forum in which to explore important issues: love, friendship, peer pressure, parental neglect, alienation, and anger. The author contends that some popular songs of the past fifty years ask good questions and provoke a response. *Cat's in the Cradle* (Harry Chapin) deals with parental neglect. *She's Leaving home* (The Beatles) is about alienation in the family. *At Seventeen* (Janis Ian) tells of negative peer group pressure in high school and college.

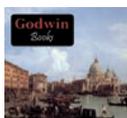
*Vincent* (Don McLean) raises awareness about creative people who are ostracized. And so on. Working with clozes helps students to become aware of important issues in their lives. For the teacher short of time, working on a cloze can be done in twenty minutes. It's an effective way to add variety to your program of studies and it works wonders with students who tend to be unmotivated and/or inattentive.

### THREE COMMENTS BY STUDENTS

*I like working on songs because they are about my life. When you fill in the blanks to the songs, you understand them. I wish we could have done more.*

*Now when I hear songs we have studied I pay more attention to them and I have some insight into the stories they tell.*

*I have never been in a class where everyone can be so open. I think it is good for people to talk things out. Many people get rid of a lot of frustrations in this class, but most of all we learn a lot about people and life. The real world.*



## 2. EDUCATION (ENGLISH)

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

## **E HOME STUDY PROJECTS AND NEW IDEAS FOR ENGLISH LANGUAGE ARTS**

Price: \$19.00 (U.S.) for paperback;  
\$3.00 for Kindle eBook  
Available from [amazon.com](https://www.amazon.com)

### CHAPTER SUMMARIES FOR *HOME STUDY PROJECTS AND NEW IDEAS FOR ENGLISH LANGUAGE ARTS*

#### 1 FEATURE FILMS

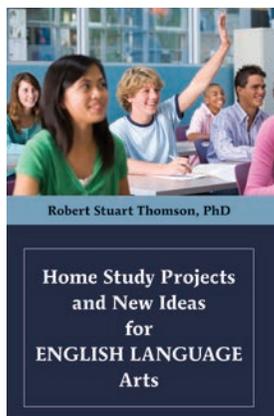
A detailed comparison of feature films and books enables students to appreciate the strengths of each. Students learn how to write movie and book reports then, having mastered these, the path is open for them to write home-based reports on those movies and books that really interest them. Thirty-six movies suitable for class discussion or writing a movie report on. p. 1

#### 2 DOCUMENTARY MOVIES AND MINI-SERIES

Documentary films address many important subjects and to appreciate them fully it is important to know how to detect bias. Sample movie: *Death of a Legend* (on wolves). Also, when students discover the works (miniseries and books) of some of today's giants (Ken Burns, Michael Moore, Alex Haley, etc.) they broaden their knowledge and expand their vocabulary. p. 67

#### 3 MAGAZINES AND NEWSPAPER ADVICE COLUMNISTS

Studying good magazine articles expands awareness and develops critical thinking skills. An insightful magazine article from *Time magazine* on the assassin of John Lennon introduces students to a useful discipline: abnormal psychology. From Ann Landers: some important lessons on how one's family of origin can affect character. Reading a good advice columnist like Ann Landers clarifies many important issues in life and offers sensible solutions. Some entries are taken from the *Ann Landers Encyclopedia*. p. 121



#### **HOME STUDY PROJECTS AND NEW IDEAS FOR ENGLISH LANGUAGE ARTS**

by Robert Stuart Thomson  
Godwin Books, 2020.  
356 pages

ISBN: 9780995876026  
Order from [amazon.com](https://www.amazon.com) or  
at [www.godwinbooks.com](https://www.godwinbooks.com)

## 2. EDUCATION (ENGLISH)

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](https://www.godwinbooks.com)



#### 4 POPULAR SONGS AND POEMS WITH THE SAME THEME

Some modern popular songs have beauty and depth. If they are presented to students as a cloze exercise they can be used to develop listening skills and review basics such as spelling. These can also be used as a bridge to poetry. Once students know how to analyze a song they are able to work at home on song-based projects. p. 157

#### 5 THE MUSICAL AS MUSE

Some musicals combine beautiful music and well-chosen lyrics. *West Side Story* is such a musical. It has much to say about immigrants' problems, gang violence and racism in America. The end of this chapter uses *West Side Story* as a segue to exploring *Romeo and Juliet*. p. 209

#### 6 PAINTINGS AND PHOTOGRAPHS TO INSPIRE STUDENTS TO WORK ON A PROJECT

Famous paintings and interesting photos are used to stimulate class discussion. Students learn the rudiments of analyzing a painting and can use this knowledge to analyze paintings in a project. The main artist discussed is Norman Rockwell. p. 241

#### 7 ADOLESCENT CHALLENGES LOOKED AT THROUGH LITERATURE, FILM, SONGS AND PAINTINGS

This chapter looks at problems frequently experienced during adolescence by exploring them in several genres: short story (Alice Munro); autobiography (Emily Carr); advice columnists (Ann Landers). theater (*Romeo and Juliet*); novel (*Great Expectations*); painting (Norman Rockwell). p. 265

APPENDIX a. My experiences being read to in school; b. Motivating your students to read by reading them extracts from a book (*Papillon*, by Henri Charrière); c. The remarkable story of how Alex Haley succeeded in finding out the details about his African slave ancestor, Kunta Kinte. d. Teaching some Shakespeare when you have little time to spare. e. A step by step guide on how to write an essay or a book.)

Index p. 347 Bibliography p. 355 Other publications by Godwin Books p.357 About the author p. 359

#### TWO SHORT SAMPLE PASSAGES

(From Chapter one. In connection with the movie *Splendor in the Grass*)

*I read somewhere that one critic found this movie marred by 'adolescent self-pity.' I totally disagree. I find it an accurate, plausible portrait of an adolescent in shock and grieving over the loss of her first love. Why are some movie critics so scornful of tender emotions? Are they afraid of them? Have they seen too many John Wayne movies? It would be interesting to find out if your students agree with such critics. (p. 34)*

(In connection with the message inherent in the movie *The Best Years of Our Lives* (1946):



#### 2. EDUCATION (ENGLISH)

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

*Three American servicemen come home after World War II. One was a bomber pilot, another was a sergeant in the Army and a third, who lost his hands in combat, was in the Navy. The bomber pilot (played by Dana Andrews) returns to his wife (played by Virginia Mayo) who, he starts to realize, is vain, irresponsible, and superficial. Before long the pilot is introduced to the sergeant's daughter (played by Teresa Wright) who is Mayo's polar opposite: dependable, modest and caring. Before long he falls in love with her. There is a lesson here, especially for students of high school age. Some of them will be getting married soon after high school and need to avoid serious mistakes. (p. 26)*

Many activities in *Home Study Projects* utilize audio-visual aids and draw on multi-media resources. This helps to make the book accessible to visual and auditory learners. "Home Study Projects" includes: a step by step approach to teaching each activity, a list of audio-visual equipment needed, printed handouts for the students (readings, blank report forms, sample questions) and ideas for home research projects.

Although the author developed his ideas in the English classroom he believes his book will interest teachers in other fields as well: history, psychology, ESL, home-schooling, and guidance counselling. Many pages will interest teachers who advocate project-based learning. Thomson recommends keeping a journal as an important part of one's program.

#### COMMENT FROM READERS

*This is a highly readable and experience-based guide that high school English teachers will find useful, especially now when many students are learning from home, at least part time. (Canadian Teacher Magazine, winter 2021)*

**To get a better idea of this complex book visit our website:**

[www.godwinbooks.com](http://www.godwinbooks.com)

**Write us for a free pdf sample of a chapter of your choice:**

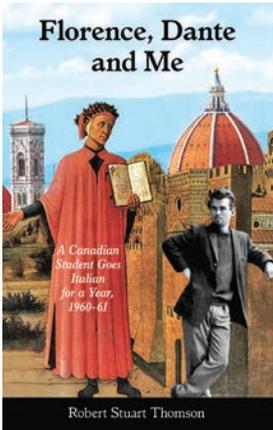
[rthomson@islandnet.com](mailto:rthomson@islandnet.com)

## 2. EDUCATION (ENGLISH)

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)





### **FLORENCE, DANTE AND ME**

by Robert Stuart Thomson.  
Godwin Books, 2017.

ISBN: 978-0-9958760-0-2  
256 pp., illustrated.

Price: \$19.00 (U.S.) for the paperback and \$2.99 for Kindle eBook

To see sample pages please visit [www.godwinbooks.com](http://www.godwinbooks.com) and click on "Florence, Dante and Me". Then at the bottom of this home page click on "Click here to see samples". You will find three excerpts.

## **3. AUTOBIOGRAPHICAL BOOKS**

### **F FLORENCE, DANTE AND ME**

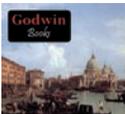
\$19.00 (U.S.) for the paperback

\$2.99 for Kindle eBook

Available from [amazon.com](http://amazon.com)

The text of this book was taken from forty-five letters which Thomson wrote to his fiancée in Vancouver while he was in Italy on a third year scholarship funded by the Italian government. Thomson shares his impressions of Italian customs and habits, the friends he made, the many cities he visited, the operas he went to, his singing lessons, etc. Fifty-six years later (2016) Thomson reorganized these letters into a book and added (a) an introduction to explain his own background; (b) seventy-five photos and (c) fifteen pages of footnotes, many of which discuss the ways in which his year in Italy enriched his life.

One reviewer of the book had this to say, "*The letters convey a great deal of information about many different topics—from singing lessons to a suit made to order, from the library where Thomson studies to the noisy street below his rented room, from cultural differences to musical performances, from paintings he discovers to the struggles and suffering of Italians under the Nazis (still quite fresh in their memories because only fifteen years have passed since the war ended). What is especially striking and endearing is that he is befriended, warmly, by a number of Florentines.*" (Stephen Westergan in *The NECTFL Review*, no. 82, Sept. 2018)



### **3.AUTOBIOGRAPHICALBOOKS**

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

## MORE COMMENTS FROM CRITICS AND GENERAL READERS

*Thomson embraces the culture with open arms, and as is often the case for those transplanted to different environs, reinvents his persona. "In Canada I was more reserved; here I feel free to be more outgoing," he writes. (Italica, a journal of Italian studies, Feb. 5, 2019)*

*To improve his spoken Italian quickly Thomson avoids contact with English speakers. He hones his accent by spending hours imitating a 45 rpm of Gassman reciting Dante. This enables Thomson to communicate with Italians at a deeper level than one would normally expect. (The Ormsby Review, Vancouver, B.C.)*

*Your book should be required reading for all college students who wish to travel in Italy (or any foreign land). Gail Stephany in Cleveland OH.*

Commenting on his year in Italy, Thomson writes:

*I discovered many things during this year in Italy. One of the unexpected benefits of the year was to see life in a more moral and spiritual way. I gained insights into my upbringing and education and began to see that they had molded me in a very narrow, materialistic way. I realized that, much like Dante, I was lost in a dark wood, a 'selva oscura' and it was liberating to become aware of this.*

While cycling up into the Apennines Thomson comments:

*I passed the Grotta della Madonna, a cave with a statue to the Madonna in front of it. Nearby is a waterfall and an ancient broken-down mill beside it. God knows how old! It could be from Dante's time. I can well imagine him trudging along this very road at the beginning of his life-long exile from Florence. Maybe it goes as far back as the Romans, or even the Etruscans! You can feel the history over here. It's mysterious and powerful...*

A few more of Thomson's impressions:

*It's ten p.m. and I am writing this from my room overlooking the wine-drinking joint across the vicolo (narrow street) It's quite cosy here. Ede has provided me with a furry goatskin to keep my feet warm while I study. Very nice of her. Anyway, as I was saying, the wine drinkers are really in their cups tonight and having a merry time but for the past few minutes I can hear the language degenerating. One guy has just shouted at someone that he is a 'vigliacco' (a coward) and things will probably escalate because this is a fighting word. Tuning in on situations like this is interesting and a good way to get the sense of what some words really mean.*

*It's funny how customs are. When Gino bought me a beer I thanked him, at which he took offence. I think his thinking goes like this: "By thanking me you have acknowledged that you feel obligated, but there's nothing to feel obligated about because this is a kindness that I am doing for you as a friend, because I like you. Also, I get pleasure in doing it so there is no need to thank me. I guess the converse applies: when I pay for someone's drink*

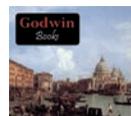
*I shouldn't expect to be thanked! 'Paese che vai usanze che trovi'. (Whichever country you go to has its own distinct customs.)*

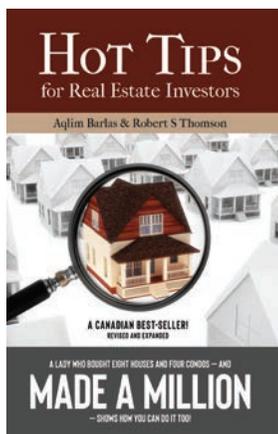
*I bet that Communism will destroy itself long before Capitalism. Look at Hungary.*

## 3. AUTOBIOGRAPHICAL BOOKS

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)





## 4. REAL ESTATE INVESTMENT

### G HOT TIPS FOR REAL ESTATE INVESTORS

To order, write to Robert Thomson

([rthomson@islandnet.com](mailto:rthomson@islandnet.com))

Price: \$19.00 for paperback;

\$2.99 for Kindle eBook.

#### HOT TIPS FOR REAL ESTATE INVESTORS

by Robert S. Thomson and Ms. Aqlim Barlas.

Godwin Books, 1994.

ISBN 0-9696774-4-8

124 pages, illustrated, with table of contents, maps and index. \$19 plus \$5 postage.

*Hot Tips* follows the real estate activity over the course of several years by a new Canadian from Pakistan, Aqlim Barlas. Aqlim bought her first house in Canada with a Visa card and a loan from her mother. Eight years later she owned five houses and six condos. Her main “secret” is to take part in the search for good deals herself, not leaving the task to the realtor. It is only by viewing many properties that one can get a firm grasp of real value and realistic prices. As Aqlim explains,

this takes a lot of time and patience. Subjects discussed include: how to define your goals, how to find houses at a bargain price, how to negotiate (i.e. determine an astute opening offer and bargain for the lowest possible price), how to use leverage and borrow on your equity, the wisdom of going in 50-50 with a partner if the property is worth it. There are lessons on how to choose the right realtor, how to rent with an option to buy, how to choose tenants and deal with them, and which publications to read in order to understand your market.

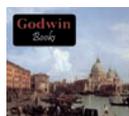
#### COMMENTS FROM THE CRITICS

*Hot Tips? ‘Pearls of wisdom’ would be more accurate. (...) This book contains practical advice (...) eminently applicable, right here, right now.* (Rod Macdonald in *The Vancouver Sun*)

*Recommended reading (...) an interesting little book on investing the unconventional way.* (Ozzie Jurock in *Jurock’s Real Estate Newsletter*)

*The principles in Hot Tips apply to almost any market.* (Mike Grenby, nationally syndicated columnist)

*Thomson and Barlas set forward in clear terms, complete with simple-to-read financial tables, exactly how investing in real estate can pay off. (...) This book hits many targets potential investors often overlook.* (Ashley Ford, *The Vancouver Province*)



#### 4. REAL ESTATE INVESTMENT

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

## 5. BOOKS FOR HISTORY

GEORGE GODWIN (1889-1974) AND HIS TWO BOOKS:  
***THE ETERNAL FOREST*** AND ***WHY STAY WE HERE?***

***The Eternal Forest*** and the entry following it, ***Why Stay We Here?*** need some explanation. The author of both is George Godwin (1889-1974), an Englishman who emigrated to Canada with his wife Dorothy in 1911, and settled in Whonnock, a small community on the north bank of the Fraser River about twenty-five miles east of Vancouver. In ***The Eternal Forest*** Godwin writes about their experiences there and has it published in 1929. The Godwins sell their Whonnock house in 1916 and return to England where George signs up with the Canadian Infantry. He soon finds himself in the trenches of the Western Front and writes of his experiences in a book called ***Why Stay We Here?*** which appears in 1930. In spite of good reviews neither of Godwin's books was reprinted so they both fell into obscurity. Robert Thomson, great-nephew of George Godwin, discovered these books in the early 1990s and reprinted both of them (***The Eternal Forest*** in 1994 and ***Why Stay We Here?*** in 2002). In his reprints Thomson adds some things to both books: an introduction, a preface, historical notes and archival photos. In the case of ***The Eternal Forest*** he includes fifteen pages from the personal diary which Godwin kept during his Whonnock years.

Note that Godwin called both these books novels but such a classification is misleading; they are really more like biographies, which is why my reprints contain such realia as vintage photos.

Thomson's reprints have received reviews from several publications:

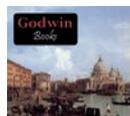
- For ***The Eternal Forest***: *BC Bookworld* (summer 1995), *BC Studies* (summer 1996), and (the now defunct) *National History* (August 2000).
- For ***Why Stay We Here?***: *Canadian Military History* (autumn 2002), *The Canadian Historical Review* (March 2004) and *BC Studies* (summer 2014).

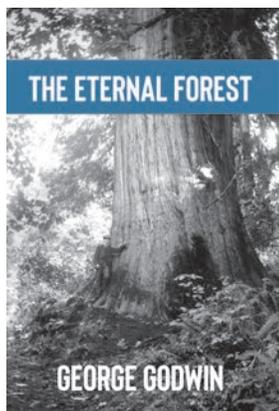
See the Godwin Books website ([www.godwinbooks.com](http://www.godwinbooks.com)) for copies of these reviews and selections from both of Godwin's books.

### 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)





### THE ETERNAL FOREST

(1929)

by George Godwin,  
reprinted in 1994 by Godwin  
Books

This edition is a reprint  
of the original book, "The  
Eternal Forest under  
Western Skies" by Appleton,  
New York.

ISBN: 0-9696774-2-1

Contains intro.  
by G. Woodcock, historical  
notes, archival photos, and  
20 pages from Godwin's  
private journal.  
Total: 352 pages.

## H THE ETERNAL FOREST

(1929, reprinted in 1994)

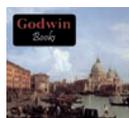
Price: \$20.00 (U.S.) for paperback;  
\$2.99 for Kindle eBook.

Write [rthomson@islandnet.com](mailto:rthomson@islandnet.com) for information  
on the hardcover version

In 1911 Godwin and his wife leave the comforts of England to seek a more adventurous life in Canada. They settle in the small rural community of Whonnock where they buy heavily treed land overlooking the Fraser River and get help building a house on it. In time they get to know their neighbors: Bob England, the charming realtor who sells them overpriced land; Blanchard, who owns the overpriced grocery store which is the hub of local gossip; Mrs. Armstrong, who runs a brothel masquerading as a rooming house; Stein, a farmer and model citizen who is ostracized when war breaks out (1914) and in despair commits suicide; Mr. Mann, who owns a brick factory and cheats locals by selling them shares in an oil company which actually has no oil; Reverend Corley, a snobbish Anglican minister whose condescension is resented by the locals; teenager Mary, who reads the newspaper to her illiterate parents every evening; Old Dunn, an incisive self-taught Yorkshireman who has many probing conversations with Godwin about Canada; These are just some of the characters.

### WHAT READERS THINK OF *THE ETERNAL FOREST*

*There is much to enjoy and admire in this work. Godwin writes lyrically about the landscape and especially about the forest. "Newcomer" (Godwin) was unsure what he was seeking when he left England. Specifying what he was escaping was easy enough – the stultifying rigidities of a class society – but what was he looking for and what did he find? In the wilderness, for the first time,*



### 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

he is able to think clearly about life. Here it is reduced to stark simplicity and that which is truly important becomes plain. (...) **The Eternal Forest** provides a rare glimpse into life in the Lower Fraser Valley immediately prior to the First World War. (Brian Elliott in *B.C. Studies*, summer of 1996)

This is the forest of Emily Carr's paintings: rhythmic, animate, a world of secrets and mysteries. (...) This book is that rarest of historical sources: disturbingly relevant. (...) Reading **The Eternal Forest** today one is acutely conscious of contemporary battles over the coastal forest, and of natural regions across Canada. (Claire Campbell in *National History*, 2000)

What interests us most in this novel are the portraits of human beings struggling and sometimes by sheer willfulness succeeding against both the villainies of corrupt men and the ever-returning, ever encroaching power of the bush. (George Woodcock, Preface to *The Eternal Forest*, 1994)

**The Eternal Forest** can best be described as 'The Great Fraser Valley Novel.' It realistically depicts the erosion of rural, community-based life in the Valley by Vancouver-based Capitalism. (...) Rich in empathy and insights. (*Vancouver and Its Writers*, by Alan Twigg)

Should force British Columbians to adjust their thinking about the past. (*B.C. Historical News*)

I must confess that I was quite moved when reading this novel. It is a genuine report from the turn of the century and reflects then-contemporary ideals and prejudices. As such, it is of real importance to the history of B.C. (Dr. Sandra Djwa, Simon Fraser University)

Godwin captures the Fraser Valley so well when it rains: "The trees dripped with water that had not fallen as rain and the trampled undergrowth soaked the Newcomer as he worked: The humid earth squelched under his heavy boots: the branches of the trees wiped wet fingers across his face." (John Cherrington, author of *The Fraser Valley: a History*)

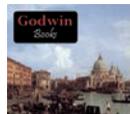
For sample passages from **The Eternal Forest** visit

[www.godwinbooks.com](http://www.godwinbooks.com)

## 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)



**Why Stay We Here?**  
Odyssey of a Canadian officer in France  
in World War I  
by GEORGE GODWIN



Out of print since 1930  
Sequel to *The Eternal Forest*

**WHY STAY WE HERE?**

(1930)

by George Godwin,  
reprinted in 2002 by Godwin  
Books

ISBN 0-9696774-6-4.

220 pages, softcover,  
introduction and preface,  
table of contents, historical  
notes, archival photos.

This book is listed with  
[amazon.com](http://amazon.com)

To see sample pages and  
reviews and to order visit:  
[www.godwinbooks.com](http://www.godwinbooks.com)

## I WHY STAY WE HERE?

(1930; reprinted in 2002)

Price: \$19.00 (U.S.) for paperback;

\$2.99 for Kindle eBook.

Available at [amazon.com](http://amazon.com)

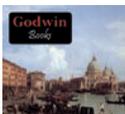
*The Eternal Forest* describes the Godwins' life in Whonnock, B. C. *Why Stay We Here?* takes up the narrative and the reader follows Godwin as he returns to England, signs on as a lieutenant in the Canadian Army (which paid better than its British counterpart) and makes his way to France. He soon finds himself in the rat-infested trenches and undergoes a crash course in learning how to lead men in war. This is a complex book and difficult to summarize in one page.

I have listed below comments by several readers. Note that the first one dates from 1930, when *Why Stay We Here?* was first published. It helps to explain why the book disappeared from people's radar.

*If this book had appeared a year or so ago it might have made some stir: for it is well enough written in a jerky, impressionistic style. We have, however, had so many War novels of late dealing with infantry on the Western Front, all more or less similar in tone, that one finds it hard to raise much enthusiasm over another rendering. (The Times Literary Supplement, London, May 15, 1930)*

*Why Stay We Here?* has everything one would expect of a novel written by someone familiar with life at the front: powerful descriptions of conditions in the trenches, (...) touching stories of friendships between comrades in arms, and passages that detail the destruction of the French landscape. But what sets the book apart from other Canadian contributions to the genre is the reflective element. Through his characters, Godwin explores religion, morality, human weakness, and a range of other themes. (...) Arguably the finest Canadian novel of the First World War. (*Canadian Military History*, autumn, 2003)

Godwin's descriptions of life in the trenches are as good as one will find anywhere: snipers, anti-aircraft guns firing at German planes, a (for Godwin, absurd) church parade in the fields behind the line, clandestine boxing matches, prisoners of war observed up close.



### 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

*Analyzing his fellow-officers (one of the many original aspects of the book) he notes that their motives run a wide gamut: duty, adventure, boredom, herd-instinct; one lieutenant is even there to escape a bullying wife half his size; one even declares his enjoyment of the war and his desire for it to continue.* (Prof. Reginald Roy, University of Victoria)

*Godwin/Craig offers an unusually perceptive and frank depiction of the soldier's world: prostitution, (...) unpalatable food, the importance of the rum ration, the economic exploitation of soldiers by French and British civilians-- all receive thoughtful treatment. (...) A powerful commentary.* *Canadian Historical Review*, March 2004.

*What (...) makes Godwin's book different from other war books of the time is his philosophical approach: he discusses the army as a relentless machine (...), man as a herd animal, the eternal evil within man himself. On the positive side is Craig/Godwin's wife and children in England, his hope of finding a kind of Tolstoian love, and, above all, the healing qualities of nature.* (Prof. Tim Travers, U. of Calgary)

*This book is the testimony of a profoundly sensitive and observant man.* (Desmond Morton, historian, McGill University)

*Precisely what it means to be 'so Canadian' comes out clearly in **Why Stay We Here?*** (Jonathan Vance in his book *Death so Noble*, 1997)

*Godwin's book is (...) a lost treasure. (...) It is so valuable to Canadian readers wanting to know more about the 60,000 fellow citizens who served in the First World War.* (Prof. Stuart Robson, Trent University)

In addition to the above, Godwin covers many other aspects of the war: the widespread tendency to demonize the Germans; the rigid censorship of outgoing mail; the blatant falsehoods in *Land and Water* (mandatory reading for officers); the abuse of power by some officers; the many kinds of wounds (physical and psychological); the many forms of courage; the suffering of fatherless French families. On a more positive note Godwin writes of the battalion, "made immortal by sacrifice and suffering," the close camaraderie of the soldiers, and, when reminiscing, thoughts of his days working in the beautiful B.C. forest. Here is a snippet to illustrate that:

(Stephen/Godwin is in a trench at the front. He dozes off and dreams of the forest back home):

*Five hours for sleep. Stephen is in his bunk. He has loosened his belt. The war has ceased for him. For a few hours.*

*High upon the mottled alder is a green woodpecker. Tap, tap, tap. Hard bill on bark. Tap, tap, tap. After timber-haunting insects, there on the graceful alder, in the dappled forest. How beautiful both tree and bird. Tap, tap, tap. Picus viridis. Picus, why did you love Pomona so? Was it worth it, tapping bird? Tap, tap, tap. After insects. Such hammer blows with hammer bill.*

*Five hours? No, as many minutes. Stephen rolled over. (p. 99)*

## 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)



Another feature of *Why Stay We Here?* is Godwin's keen psychological insight. Major MacDonald (Stephen/Godwin's commanding officer) perplexes Stephen and his fellow officers. How is it that a man who claims to be a Christian can coldly participate in killing people? Stephen comes up with an explanation:

*He's got one of those watertight compartment minds. War is war. God is God and religion is religion. He has 'em all locked up in separate compartments; he'd never let them out to mix and get all muddled up. That's why he's so calm. If he gets his packet [gets killed ed.] he'll go straight to his reward. And his God will look after his widow and children. No, it would never occur to MacDonald that God might say: "Look here, my fine fellow, what were you up to, when you got killed? Killing your enemies? But don't you know that your enemies are My children? Haven't I told you to do no murder?" (p. 76)*

At one point Stephen and his friend Lieutenant Piers are billeted with a French widow and her daughter:

*Stephen beckoned the little thing, and she came, shyly, and sat upon his knee. He kissed her, fondled her flaxen hair.*

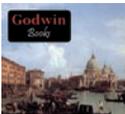
*Did he kiss her? Or, in her, did he kiss his absent little son?*

*The child recognised in him the father-man and screwed his buttons round in little hands, flirting with her eyes innocently.*

*A chld. Innocence, trust, affection. Sweet things, indeed.*

*A succession of men, remote and mysterious. Comings and goings. Some passed her by, big and creaking, with loud, alarming voices. [referring to German soldiers who had also billeted there? Ed] But a few, like this thin man who came to her with his slow father smile, took stock of her. But none of them replaced the one who had gone without returning, the bearded man, with black strong hair, who slept beside her Maman. The man she called Papa. (p. 123)*

Click on <http://youtu.be/A6fIQSku1Zw> to hear Robert Thomson reading passages from *Why Stay We Here?* in Ross Bay cemetery on November 11, 2012.



## 5. BOOKS FOR HISTORY

CATALOGUE OF GODWIN BOOKS

[www.godwinbooks.com](http://www.godwinbooks.com)

