

cal sources, schools, and employers. Interviewing successfully an employer about one of his employes who is an applicant for relief may require consummate skill.

Imperfect diagnosis may both lead to mistakes in treatment and to grave injustice. If only husband or wife is interviewed, notably in cases of desertion or of blame heaped by one upon the other, the situation, as first described, may be seriously incorrect. Likewise it may be cruel to subject to strict discipline an apparently stubborn child who in reality owes her offishness to a heritage of insanity.

Much that Miss Richmond says is known consciously or unconsciously to many professional social workers. But there has never before been a text-book setting forth so thoroughly the rules for successful diagnosis as a basis for wise help. Miss Richmond is careful to point out that diagnosis is not merely for information but for such pertinent information as will best lead to a solution both of the immediate problems of the "client" and of the ultimate problems. Superficially "Social Diagnosis" is a vast compilation of heterogeneous experiences and deductions from such experience. In reality it lifts to a new plane the whole profession of social service. Whether as a text-book for a beginner or as corroboration or the reverse for the experienced practitioner it must prove invaluable for all professional social workers.

JOHN F. MOORS.

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**THE NEW CIVICS.** By Roscoe Lewis Ashley. New York: The Macmillan Company. Pp. 420. \$1.20.

Although this volume contains more than four hundred pages, its interpretation of the word "civics" is so justly broad and its survey so comprehensive, that the point which impresses one is the book's compactness. But Professor Ashley, being the author of several books on history, and writing with exceptional fullness of knowledge, makes, himself, no large claims for the volume. He speaks of it as an "introduction to the study," says

that one could "not think of presenting to high school students a completely analyzed treatment," and adds that the book's most important purpose is to make of the pupil "a more intelligent, a more efficient, and therefore a better citizen." In this work more depends on the teacher than on the textbook; but in so far as a textbook can contribute to the result—by clearness of arrangement, marshalling of data, and breadth of discussion—"The New Civics" certainly does its part.

The text is divided into three parts: I, The Citizen and Society, in which citizenship, the citizen's education, and civic organization are among the chapter headings; II, Government and the Citizen, containing chapters on, for example, suffrage and elections, civil liberty and public welfare, city, state, county, and national government; and III, Some Public Activities. The latter has chapters on public health and welfare, labor and industry, commerce, territories and public lands, and foreign relations—large subjects for single chapters.

There are several valuable appendices and a good index. Moreover, each chapter is provided with topical headings and marginal titles, and at its end has a bibliography, a list of "Topics" and "Studies," and a series of questions. Professor Ashley believes that "the new civics is and should be the heart of the new high school course in the social sciences." For this purpose his book appears to be exceedingly well fitted, since it may be assumed that the text-books severally prepared for those sciences can provide that completer discussion which its more important topics clearly need.

CHARLES MULFORD ROBINSON.

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**THE BUILDING OF CITIES.** By Harlean James, A.B. Illustrations by Charles K. Stevens. Everychild's Series. New York: The Macmillan Company, 1917. Pp. xiii, 201.

This book was written to instruct children in the How and Why of the building of cities and the mistakes and the way to

correct the mistakes made in building them. Everygirl and Everyboy are taught in the Socratic method by the Past, Present, and Future. For children of the age for which the book is meant the method of Aesop would have been better. In Dickens's tale of Scrooge the ghosts of the Past, Present, and Future do not appeal to a child. The children's interest might be held by the impersonation of these periods of time, but characters with common names who would be very real would be more to the liking of children.

Certainly Miss James knows her theme well; her points are clear and her ideas for the bettering of cities very good. The language all through the book is simple enough for the children to understand, but Miss James fails in one essential quality. She does not hold the young child's interest, but the author proves by the contents of this book that there should be a text of this kind,—to tell the children about their own cities and other cities, to help the children when they are older to serve their cities and the people in them.

ANNE ZUEBLIN.

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THE STATE AND GOVERNMENT. By Jeremiah S. Young. Chicago: A. C. McClurg and Company. Pp. 180. 50 cents, net.

This neat little book is intended for the general reader, not for the specialist. Its purpose is to make clear the underlying principles of the state and of government.

The author devotes between a third and a quarter of his space to the theory of the state. In discussing the theoretical basis of the state, he makes no reference to the juristic theory of the state. In the discussion of sovereignty there is no specific reference to Rousseau's theory of the sovereignty of the general will. Professor Young frankly inquires, with the manifest expectation of a negative answer, whether the notion of popular sovereignty is anything more than a myth. He plainly prefers the Austinian concept of sovereignty. His method of dealing with these ques-

tions, however, is not dogmatic, and is well calculated to stimulate the inquisitive reader to further study.

The bulk of the volume is devoted to the theory of government. Within the limits of the available space Professor Young covers a good deal of ground. It is not surprising if, at some points, the treatment becomes exceedingly thin. Indeed the specialist who may chance to examine this volume will not fail to be impressed with the difficulty of treating such a broad subject both briefly and clearly. In the treatment of certain topics, such as the relation of government to the state and the doctrine of the division of powers, clearness has been sacrificed to brevity, but in general the space is judiciously apportioned and the discussion lucid as well as compact. The result is a book which ought to be very helpful to the class of readers for whom it is intended.

A. N. HOLCOMBE.

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FORM AND FUNCTIONS OF AMERICAN GOVERNMENT. By Thomas H. Reed, University of California. Yonkers: World Book Company, 1916. Pp. 549. \$1.50.

This work is intended for use as a high school text in training for citizenship and must be judged from that point of view. One of the most difficult problems connected with a high school course in the field of government is to make it vital and interesting to the students. The present work is well calculated to accomplish that result by reason of the emphasis placed on governmental activities, as well as by the use of numerous illustrations, maps, and charts throughout the text. The book is divided into six parts entitled respectively: The Background of American Government; Parties and Elections; State Government; Local Government; Government of the United States; The Functions of Government.

Somewhat too much space seems to be devoted to historical considerations, since high school students get the historical