of government. Very little attention has been given to the equally important—some of us think the more important—aspect of the problem as to how best to secure an efficient administration of municipal affairs which is involved in the accurate reporting of properly classified fundamental data, and an administration of municipal functions, under whatever form of government, based upon an intelligent use of known facts. This is not to say that the numerous devices for nominating and electing and controlling our public officers, of initiating legislation and of the administration of municipal affairs by commissions, may not represent wise and salutary reforms; only, let us not deceive ourselves by thinking that once we have adopted these things, our municipal soul is thereby to be automatically saved, for we shall need then, quite as much as now, certain measuring rods of efficiency with which to check up the system, as well as keep tabs on individual conduct.

It is no doubt true that the real reason we have had so few students of municipal government from the fundamental viewpoint of financial administration is not the lack of appreciation of the importance of the subject, but the utterly forbidding and discouraging character of the material with which students have been confronted whenever they have set to work upon original sources. Dr. Upson's monograph is not only a substantial contribution to the literature of the subject, but it is a tribute to his courage and perseverance, and a concrete demonstration of a fact, that many seekers after truth in this field of inquiry will never learn save by toilsome experience—namely, that official documents and the bald statement of financial officers cannot be accepted at face value. "Questionnaires," he says, "were sent to municipal officers; annual reports were received from nearly (*sic*) half of the cities; and personal visits were made to all but two. . . . No one of these methods of inquiry proved entirely satisfactory. It was difficult to secure

replies even to direct questions. No printed report gave a complete report for a single city. In the cities visited the data had to be secured from a number of officials." "Nevertheless, a complete statement was secured from all but three of the cities examined," says the author who has analyzed his material in a manner enabling him to classify the several sources of revenue and treat each topically under its own heading, *e.g.*, property taxation; licenses and police fines; gifts, grants, and subventions; revenue from services rendered, and from municipal industries and property.

These chapters are supplemented by a brief discussion of loans, by numerous statistical tables, and by a bibliography. The final chapter summarizes in excellent form the author's definite conclusions, twenty in number, most of which have a purely local application, though some of them reflect conditions undoubtedly prevailing in other states. Such studies may be expected to increase in number, scope, and intrinsic worth when we have more and better compilations of original data relating to municipal finance upon which such men as Dr. Upson may draw for reliable and suggestive material.

CHARLES F. GETTEMY.¹

HELPING SCHOOL CHILDREN: SUGGESTIONS FOR EFFICIENT COÖPERATION WITH THE PUBLIC SCHOOLS. By Elsa Denison. New York: Harper and Brothers, pp. 351, \$1.40.

The sub-title of this book fairly suggests the scope of the work, and no one can read it without feeling that "its message and its facts are needed wherever there is a public school or a civic organization." Based upon an extensive investigation in all parts of the country and upon "contributions from 350 city and state superintendents of public instruction and 650 business men, club women, physicians, dentists, ministers and editors," besides statistics from vari-

¹ Boston.

ous bureaus of research, the suggestions made and conclusions reached should commend themselves to all interested in the public schools and in general government efficiency.

In general it may be said that the work shows what is being done, and what can and should be done, in the way of co-operation, to make the public schools more effective; and the subject is treated from every point of contact and viewed from every angle. In spite of the fact that perhaps \$10,000,000 are being spent annually by public and private agencies to supplement the work of public schools in the United States, which is more than the income from the Rockefeller and Carnegie foundations combined, yet the writer feels that the present activities do not meet the needs of the public schools, and the general apathy and lack of interest still presents a problem which is far from solved and in which, in many instances, but a poor beginning has been made—and indeed in thousands of instances not even a visible sign of a beginning. The solution of the public school problem, therefore, lies in effective outside co-operation, and this can only be brought about by a general awakening of the public conscience and applying the remedies already worked out in the more favored localities to the unenlightened communities. This can best be accomplished by central organizations which shall act as distributing agencies of information necessary to raise the general level of efficiency. But of course the real problem is essentially a local one and local interest must awake to meet the situation. This interest moreover must come from voluntary organizations and associations. Officials will be stimulated to do their full duty, school budgets will be increased to meet the proper needs, and an effective teaching staff will be secured only when the public has an honest—which is an intelligent—enthusiasm for the public schools.

With the general suggestions outlined in this work, the majority of students of social reform will agree. Efficiency

in school administration as in other lines of government will only come when a vital contact between the agents of the people and the people themselves is effected, and this can only be brought about by voluntary action from the latter. This fact has been demonstrated by such organizations as the National Municipal League and the various municipal voters leagues. These organizations have done much to stimulate an honest and intelligent interest in politics and there is reason to believe that the various voluntary associations suggested here would do the same for the public schools. But they must be organized and unified under a more intelligent administration than is often the case at the present time. Minor criticisms may be urged against this volume. The facts are not always arrayed in the most logical manner and a certain carelessness and looseness of expression fails to drive home the conviction which the facts would really justify. Quotations are often made with no indication of the source, and frequent references to unfamiliar cities are made with no hint as to the name of the state in which they are located. There are numerous typographical errors—too numerous in fact to be pointed out—which perhaps may also account, in part at least, for the faulty punctuation frequently met with. But on the whole the work is a contribution to a much neglected field of civic life.

KARL F. GEISER.

Oberlin College.

THE CONSERVATION OF THE CHILD. By Arthur Holmes, Assistant Director of the Psychological Clinic, University of Pennsylvania. Philadelphia: J. B. Lippincott and Company, \$1.25.

How to tell when children are mentally, morally or physically defective; how to classify each child so as to secure for him the best individual care; how to conduct a psychological clinic in close