

merely intended for the general reader, it would be more effective for the cause it represents if a more generous use had been made of the municipal experience of this and foreign countries. The work is furthermore open to criticism in that there is no bibliography, though there are a few scattered references in the footnotes. No work of this nature should be deemed complete without at least a select bibliography and more frequent reference to source material.

The value of the volume is enhanced by reprinting the "Municipal Program" with a discussion of it by the author. This is carefully indexed, making it especially available for ready reference.

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*Social Development and Education.* By M. V. O'SHEA.  
Houghton Mifflin Co., 1909. Pp. xiv+561.

This book is divided into two parts, "Social Development" and "Social Education." "Social Development," occupying a little more than the first half, considers the genetic psychology of certain social instincts or attitudes. It reminds one of the treatment of social instincts in Kirkpatrick's *Fundamentals of Child-Study* and of the Clarke University dissertations on various phases of child-development. The attitudes and instincts discussed are sociability, communication, duty, justice, respect, docility, resentment, aggression. In each case the earliest manifestation of the tendency in the life of the child is first discussed and the differentiation and changes down through the period of adolescence traced. Thus in the chapter on justice we have these topics: first social adjustments, sense of property rights, the right of possession, principles of ownership, the sentiment of justice, instinctive elements, the child's notion of justice, extenuating circumstances, appreciation of motives, sense of responsibility, adolescent changes.

The second part of the book, "Social Education," is a discussion of practical methods of social education and moral training. Some of the topics discussed are: comparison of nations in their problems of developing social efficiency; the need of educative social experience in the Dewey sense; value of French methods of moral instruction; necessity of establishing authority over child in first years; co-operation in group education; how a parent may maintain authority and companionship; methods of correction, including a

long discussion of corporal punishment ; suggestion ; imitation.

A notable feature of the book is 115 pages containing over 600 class exercises for discussion. These are arranged according to chapters averaging about forty to each chapter. The author says "only those exercises and problems have been chosen which upon trial have proven to incite observation and effective reflection on the part of students." Marginal analysis, about one and a half pages of fine-print résumé at the end of each chapter, and a select classified list of reference readings are useful phases of the book.

The volume is adapted to the ordinary parent or non-technical student ; in this respect it resembles G. Stanley Hall's *Adolescence* and *Youth* and one feels that it possesses about the same degree of finality or reliability. It reads like the common-sense observation of a careful observer of children. One finds himself saying "Let me see, is that so?" and feels that his own reflection on his limited experience is as valid as the author's statement. However, the book is a useful non-technical treatment of topics on which little reliable scientific data exists.

S. CHESTER PARKER

*A Documentary History of American Industrial Society.* Edited by JOHN R. COMMONS, ULRICH B. PHILLIPS, EUGENE A. GILMORE, HELEN L. SUMNER, AND JOHN B. ANDREWS. Prepared under the auspices of the American Bureau of Industrial Research, with the co-operation of the Carnegie Institution of Washington. Preface by RICHARD T. ELY, and Introduction by JOHN B. CLARK. Cleveland: A. H. Clark Co., 1910. Vols. I and II, "The Plantation and Frontier, 1649-1863," by ULRICH B. PHILLIPS.

Nothing is more difficult than the reconstruction of the life of a people of a past era. Indeed it is difficult for students and publicists to understand the life around them, so great is the variety of thought, purpose, action, and manner of those who enter into the make-up of a nation. We are in the midst of modern and mediaeval civilizations all the while. The state of Illinois furnishes today illustrations of the evolution of Anglo-Saxon men and women from the conditions of Henry II to those of Fifth Avenue. From time immemorial men have tried to describe and explain "the people,"