The School as a Social Institution: An Introduction to the Study of Social Education. By CHARLES L. ROBBINS, PH.D. Boston, New York, Chicago: Allyn & Bacon, 1918. Pp. xxv+470.

The author of this book is the teacher of history of education in the New York Training School for Teachers, and he makes good use of his familiarity with the school of the past to explain the school of today. His aim, as the preface states, is to describe "the most vital present-day conceptions of what the school has been, is, and is becoming."

There are fifteen chapters. The first is a historical review of the way the idea of the school as a social institution has developed from ancient times down to the present. The second treats the social ideals which the school may develop: sociability, co-operation, tolerance, freedom, responsibility, initiative, justice—and notes how certain peoples or theorists have emphasized now one and now another of them. The third chapter analyzes the social conditions which control the school: home life, church, philanthropic societies, industry, the state, tradition and custom, social classes, communication, and ideals. Then chapter iv is introductory to the five which follow; together they work out "the reaction of the school upon society": as protective by supervising the health of children; as selective by the retardation, elimination, and acceleration of pupils; as guiding, especially with reference to vocation; as an instrument of control through moral education; and as a community center. Chapter x describes the educational system of the United States, ending with the junior high school and the Gary plan. Chapter xi treats of private schools, including denominational schools. Chapters xii and xiii treat of the course of study, the former of such general considerations as nature and origin, function, and the principles underlying selection; the latter of the various branches of study beginning with religion and ending with vocational subjects. Chapter xiv is on method, and chapter xv on the teacher as a social product and a social factor.

This book presupposes a knowledge of history, of the history of education, and of current educational movements. For instance, "the Academy," "Julian, the Apostate," "seven liberal arts," "monitorial system," and "Montessori system" occur without explanation. On the other hand there is no use of technical terms from sociology and there is scanty reference to the writings of sociologists. Chapter xiv is the least satisfactory. The basis of method is so largely psychological that the handling of it on a social basis is necessarily scrappy. The

other chapters are uniformly good, for the treatment is well balanced and illuminating. The book will doubtless be welcome in schools for the training of teachers.

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Jewish Philanthropy. An Exposition of Principles and Methods of Jewish Social Service in the United States. By BORIS D. BOGEN, PH.D. New York: Macmillan, 1917. Pp. xvii + 391.

Little has been done of a scientific nature in the study of philanthropy. This exposition is a useful "first attempt in this direction." Here is an examination of about two thousand Jewish philanthropic agencies in the United States spending about ten million dollars annually and requiring the services of at least two thousand persons who possess more or less professional proficiency, and a statement of the principles which have been evolved through the experience gained in actual philanthropic effort on the part of these numerous and diverse agencies. The material was collected originally for a course of lectures given at the Hebrew Union College of Cincinnati.

Beginning with a consideration of the scope of Jewish philanthropy and the nature of dependency and of charity among the Jews Dr. Bogen outlines the character of the various organizations that have been set up, their methods of raising and administering funds, and the methods which they have adopted from time to time in dealing with transients, immigrants, resident dependents, family deserters, and dependent women and children. He describes what has been done in the distribution of relief, standards adopted, and educational needs met. Neighborhood problems as they present themselves to the Jewish settlements and the utilization of volunteer service in philanthropic work are given careful consideration. He thinks that "the synagogue is again becoming a center of social service."

The measure of success attained in federated solicitation of funds, in budget-making, and in applying business methods to problems of administration is pointed out, as is also the measure of failure in the back-to-the-soil movement and in the "Galveston movement" to distribute immigrants. The author neglects at times to urge community responsibility and opportunity. For example, in discussing the work of the Jewish institutions for the treatment of tuberculosis he emphasizes the importance of providing after-care for the patients, but fails to