

the writing of histories of education. The departure is of interest to sociologists, for whereas practically all former histories of education have dealt largely with educational theory, this volume, while not neglecting the place of theory, gives much space to showing the close interrelationships between educational progress in this country and the social, religious, political, and economic changes which have taken place in our colonial and national periods.

The book makes no pretenses at being abstruse, and there are many points to which the sociologist and economist might add illumination and depth. The only purpose was to use the most available facts and the more or less obvious applications in order to show that education in this country at all times reflects our national history, that it is a part of our national growth, and not an exotic product of European ideas. Certainly, Professor Cubberley is not blind to the influences from Europe. He traces the distinctly English origin of our educational institutions, followed later by the coming of Pestalozzian, Herbartian, and Froebelian contributions. He is not in accord, however, with Professor Judd in believing that our elementary graded school is of Volksschule birth, and an American adoption due to the famous reports of Cousin, Stowe, and others on the schools of Prussia, published in the thirties. On the contrary, he maintains his essential natural-growth theory, holding that the movement toward the graded school was already well under way when these reports reached us. It is not the purpose of this review to mix in a controversy that has little intrinsic importance for the sociologist, and which is taken up elsewhere on the part of Professor Judd. For the student of social relations the value of the book lies in its tendency toward interpreting our national educational development in terms of socio-economic forces, and in advocating the need of developing a body of experts who will better correlate our educational institutions with these forces.

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The Housing of the Unskilled Wage Earner: America's Next Problem.

By EDITH ELMER WOOD. New York: Macmillan Co., 1919.
Pp. 322. \$2.25.

This book is the first thoroughly scientific discussion of the problem dealing with the housing of wage-earners in the United States. The statistical data marshalled by the author in order to indicate the extent of the problem from an economic point of view and the difficulty of

supplying adequate housing facilities with the present prevailing income is bound to throw new light upon the whole discussion of housing reform.

What is true of the statistical discussion applies also to the history of the development of the housing movement in the United States and the description of the work of the various agencies that have been active in promoting better housing, both through legislation and through the actual construction of homes.

Perhaps the weakest part of the book is to be found in the discussion of housing reform in European countries. The sections dealing with English and German housing reform, while focused very largely upon the economic aspect of the work of the respective governments, are fairly adequate, but the sections dealing with Belgium, Austria, Italy, and the other European countries show lack of familiarity with the rather considerable literature that has found its way into American libraries in the last eight or ten years.

Although the author emphasizes the need for city planning as a prerequisite of constructive housing reform, one is surprised to find a rather skeptical consideration of tax reform and utter disregard of such matters as public ownership of land, cheap and adequate transportation, and the other aspects of housing control so familiar to the European countries. The whole book seems to focus very largely upon the justification of securing legislation which would grant federal and state aid in the financing of wage-earners' homes.

As a brief in defense of federal and state action it is by far the best work that has so far been produced. It lacks, however, that breadth of vision which is characteristic of the European writers such as Nettelfold, Euwin, Eberstadt, and other writers of similar character.

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