

Butterfield, K. L. *Chapters in Rural Progress.* Pp. ix, 251. Chicago: University of Chicago Press, 1908.

In the words of the author, "the rural problem is the problem of those who farm. It is the problem of the man behind the plow . . . a man very much like other people. Farmer nature is usually a fair specimen of human nature." Nevertheless, the farmer's physical and social isolation gives to the rural social problem a unique character. "Farm life makes a strong individual; it is a serious menace to the achievement of class power." Since "present day living is so distinctively social, progress is so dependent upon social agencies, social development is so rapid, that if the farmer is to keep his status he must be fully in step with the rest of the army."

In the seventeen discourses contained in this volume, the author points out the necessity of the farmer's acquiring the social point of view before he can be ready to accept any scheme for his industrial, intellectual and social uplift. The first and greatest needs of the farmer are found to be: (1) *Completer organization*; co-operation is a difficult lesson for the farmer; (2) *Better education.* As president of the Massachusetts Agricultural College, the author is particularly qualified to speak *ex cathedra* on this matter. He says that the country is especially lacking in and greatly in need of good high schools, of technical training, too, in spite of forty years of agricultural colleges. "Neither in primary grades, in high schools, nor in special schools, is there an adequate amount of study of the principles of agriculture—principles which an age of science demands must be mastered if the independent farmer is to be a success." (3) *Quicker communication.* Of course, the progress made along this line in the interest of the farmer has been so phenomenal in the past few years—with free rural delivery and a metropolitan daily at his breakfast table, a telephone at hand, improved roads and electric trains—we cannot help asking the author if he feels that the farmer has kept pace with this particular opportunity?

We are glad to turn to the chapter that contains a thrilling story of the farmer's co-operation with the school teachers of Michigan in building up in the "Hesperia movement" a common platform for the discussion of their mutual interests. The last chapter of the book contains the author's plan for the solution of the rural problem. His idea is to federate the forces that are already operating. These forces are, assuming the home life, the church, the school and the farmers' organizations. Each of these institutions is as important, as necessary as the other, and with the agricultural college in each state taking the lead in the work of federation, the author not only feels assured of success, but also gives instances of results that have already been obtained.

ISABEL DANGAIX ALLEN.

New York City.

Cambridge Modern History. Volume V. *The Age of Louis XIV.* Pp. xxxii, 971. Price, \$4.00. New York: Macmillan Company, 1908.

The title of this volume, "The Age of Louis XIV," has become a traditional
(728)

