

the Federal Bureau of Education ought to remain merely an "informational authority" or be given real supervisory powers at least to audit funds emanating from national sources.

*The Elements of Child-Protection*, by Sigmund Engel, translated from the German by Dr. Eden Paul (New York, The Macmillan Company, 1912; xi, 276 pp.), is a valuable introduction to the comparatively neglected field of child sociology. Mr. Engel is more prepossessed than is absolutely required for a scientific treatment of his topic with interest in the relation of the doctrine of child-protection to the Darwinian theory of survival of the fittest, and to the socialistic critique of capitalism. But nevertheless any one who wishes a "lucid presentation of the *problems* of child-protection," as distinct from a detailed description of the devices that secure it, will find much help in this volume. The discussion covers the biological problem (birth-rate, child mortality, eugenics etc.), the legal problem (relation of the civil to the parental authority), the administrative problem (the civil agencies for caring for children) and the problem of juvenile crime.

*The Primitive Family*, by Arthur James Todd (New York, G. P. Putnam's Sons, 1913; ix, 251 pp.), is another contribution to the sociology of childhood, utilizing anthropological data, and concerned primarily with the place of the family institution in the care and training of childhood. The standpoint is the evolutionary one: "The family has changed its form and function many times . . . the indications are that it . . . will continue to change." Contrary to what is often said, the function of the primary family is held to have been biologic and economic rather than educational; from the first, education was primarily communal and only incidentally familial. Family training has often been inimical rather than helpful to welfare. We must admit the educational limitations of the family institution.

*The Relations of Education to Citizenship*, by Simeon E. Baldwin (New Haven, Yale University Press, 1912; 178 pp.), is a good-tempered, discursive and conservative discussion of its theme. One will find in it the reflections of a man of experience in the affairs of life, but little acquaintance with the prevalent spirit of educational philosophy, and, indeed, little philosophy of any kind, save of the older type of moral individualism.

*The Education of To-morrow*, by Arland D. Weeks (New York, Sturgis and Walton, 1913; xi, 232 pp.), breathes a very different atmosphere, as is suggested by a sub-title: "The adaptation of school curricula to economic democracy." Citizenship is here conceived in social rather than political terms; and industrial functions are regarded

as of first importance in contemporary American society. Present education is almost unsparingly condemned as "clogged with inert and inherently useless items of knowledge." Although the intention of curricula makers has been to give knowledge that is useful in life, extraneous conditions have deflected their aim from attainment. A readjustment to a "democratized curriculum" is demanded. Samples of such curricula are appended.

*Work and Life*, by Ira W. Howerth (New York, Sturgis and Walton, 1913; vi, 278 pp.), may, without great unfairness, be regarded as giving us the obverse side of the situation set forth in the previous work. That is to say, it presents the readjustments required in present industrial activities so that they may become truly instrumental to the full development of all members of society. A coöperative social régime, initiated or rather stimulated by social legislation of a "progressive" type, is recommended.

Among the victims of self or society who have been the objects of the serious thought and effort of social workers there is one group which thus far has proved elusive—the group of the homeless men. The doctor, the relief visitor, the criminologist, the nurse, the medical social-service worker, share a reasonable certainty that their clients will be at home on their next call. The social worker who makes the homeless man his special interest, however, can never be sure that he can find his client from one day to the next. It is largely because the homeless man is elusive, because he stays nowhere very long that social workers have been baffled in dealing with him. In *One Thousand Homeless Men* (New York, The Charities Publication Committee, 1911; xxiii, 374 pp.), however, Mrs. Alice W. Solenberger has given us the record of one social worker's attempt to learn something about him and her efforts to apply to him and his needs some of the methods which have succeeded with resident destitute families. The two conspicuous phases of these methods are diagnosis of need based on facts and individual treatment based on the diagnosis and the resources available for upbuilding. The author was for many years a district agent in the Chicago Bureau of Charities. During her incumbency the one thousand men, whose histories provide the material for the book, passed through her office seeking help for the various misfortunes in which they found themselves. In her earnest desire to be of the utmost possible service to them the author came to know about most of them pretty much everything that could have a bearing on their welfare. This knowledge she classified, analyzed and interpreted until as published it is a mine of information regarding a puzzling problem. It is the only work of its kind.