

REVIEWS

ALLEN, WILLIAM H. *Modern Philanthropy*. Pp. xvi, 437. Price, \$1.50. New York: Dodd, Mead & Co., 1912.

It was a unique opportunity that came to the Bureau of Municipal Research in New York city, when Mrs. E. H. Harriman turned over to it some 6,000 appeals for assistance which had come to her. This volume is the report of the study and recommendations based thereon, written in the bright style so characteristic of Dr. Allen. It is therefore most entertaining, though at times one's attention is disconcerted by stumbling across some sample appeal at the foot of a page or boldly thrust in the very middle of an argument. Much of the volume is so epigrammatic that it must be read in short sections.

Dr. Allen begins by describing the different types of writers—from those who want a few dollars to college presidents, asking great endowments. Then he reviews the objects desired and comes to the conclusion that these letters really indicate great public needs which should receive attention.

Part II discusses the topic of giving, indicating the author's belief that the princely giving characteristic of America is bound to increase rather than diminish. Yet wise giving is extremely difficult, and it is evident that a large percentage of gifts are not carefully planned. Hence it is argued in Part III that there should be a National Clearing House for Givers to be located naturally in New York city. Dr. Allen does not say that the Bureau of Municipal Research should do this work, but he hints pretty broadly that the Russell Sage Foundation would have amounted to more than it has, had it done this. He makes out a strong case for the existence of such a central agency. In this section the author also discusses the various methods of appeal, shows the importance of technique, modern methods. The community must be educated if the appeals are to be effective.

Part IV, a "Magna Charta for Givers," is a brief outline of the rights of givers—tersely put—among these are "the right to refuse," "the right to initiate," and "the right to information."

We have here a very thoughtful discussion of matters of vast importance. It is to be recommended alike to givers and agencies seeking gifts.

CARL KELSEY.

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ASPINALL, A. E. *The British West Indies*. Pp. xii, 435. Price, \$3.00. Boston: Little, Brown & Co., 1912.

That the British West Indies have a population nearly half as large again as New Zealand and Newfoundland combined is a surprise to most of us. Once the most highly prized of English possessions because of the cane sugar estates, they have been for about a century neglected and by many considered a liability rather than an asset. But the completion of the Panama Canal, the growth of the fruit trade and the promised revival of cane sugar production have raised the hopes of Englishmen that the islands may again become prosperous and contented.

Mr. Aspinall introduces his book with a review of the romantic history of

the islands but his chief theme is their life of the present day. He describes the attractions of climate, cost of living, and amusements of the inhabitants. The most valuable chapters give an excellent description of the industrial developments and commerce. The remarkable possibilities of the islands and their very important present trade in sugar, bananas, limes, oil, asphalt, coffee, rubber and other products make the author enthusiastic for still more satisfactory future development. The description of the struggle between cane sugar production and that of bounty fed beet sugar is especially well done.

To the citizen of the United States the statistics demonstrate a thesis not shown in the author's argument. They show the remarkable extent to which the West Indies have been absorbed by the United States so far as their economic life is concerned. The dependence of the islands for their prosperity upon favorable tariff arrangements with the northern republic can not fail to be disconcerting to their inhabitants and to imperialistic Englishmen. The book closes with chapters on the relation of the Islands to Panama, Canada and the United States, which though they do not hint at their dependent position, enforce the conviction which the reader has already reached. Mr. Aspinall's book is an excellent review of the social and economic conditions of the scattered bits of British territories extending from the Bahamas to Guiana.

CHESTER LLOYD JONES.

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BALDWIN, SIMEON E. *The Relations of Education to Citizenship.* Pp. 178. Price, \$1.15. New Haven: Yale University Press, 1912.

Governor Baldwin feels that the man whom the people are ready to trust in the long run is not the enthusiast because of his enthusiasm, nor the orator because of his eloquence, but the well-poised, cool and careful individual whose education has given him sanity and social judgment. "No scholar is a ranter. The power of education is a steady rather than an impetuous force. It is unfavorable to enthusiasm. It does not carry points by storm." He feels that the appeal of the person with education is of special significance because of the initiative, referendum and recall. Under direct legislation, the people must have brought before them "the reasons for or against measures upon which they are to vote, in the clearest way, or the whole proceeding will be a mockery of justice."

The author's views as to the curriculum and the place of the teacher are significant and invigorating. He feels that the first two years of a college course "should be largely given to enforced study in those fields of general information in which all educated men ought to feel somewhat at home." The last two years of college education should be devoted more largely to specialization. He feels that "no university in the world of our day can properly omit thorough instruction in civics and the art of government." Most invigorating is his statement that "teaching on public questions ought to be positive. The student ought to know on what side his instructor is ranked. Then he can guard himself the better, from being carried away, and weigh the doctrines set before him with more precision. Of course, the instructor will refer to the main authorities, leading to opposite conclusions. But he will lose in power, if he does not dogmatically assert his