

blank form was provided the men for obtaining specifications with which a practical builder can rapidly and with surprising accuracy estimate the value of every ordinary building lot in a city. This work was entrusted to C. J. Buell, who is well known to REVIEW readers, and who is a builder of large experience.

During Tom L. Johnson's first term as Mayor of Cleveland Mr. Somers was called to assist in revising the assessment of that city. He found there a number of citizens who were co-operating with the Mayor in an effort to make a thorough and fair assessment of all the real estate in the city. His plans were adopted, and the work was done to the satisfaction of all the public spirited citizens who were interested in the work.

If Chicago adopts Mr. Somers's system and the work is done according to his directions, those who know of Mr. Somers' labors predict the new system will meet with unanimous approval in that city. Elsewhere will be found an article descriptive of the "Somers Method," as it has come to be known.

BOOK REVIEWS.

*TOLSTOY AS A SCHOOLMASTER.

Of course it is known that Tolstoy entertains certain views on education, that he has written upon them, and that they run counter to many if not most pedagogical practice. This work is a presentment by the leading Tolstoyan of Tolstoy's ideas on this all-important subject.

Shall we say that these theories are merely the endeavor to ascertain the workings of nature in the boy or girl, that the one word Freedom—this, and Love and the nature of the child—comprise the Alpha and Omega of the Tolstoyan pedagogy?

These theories are the result of experience, for Tolstoy has been a school teacher, and had to unlearn many of the conventional ideas on education. For example, he does not believe in punishment, and this conclusion he has arrived at by practical observation of its futility. A school in which the children were allowed to go home when they liked seems peculiar enough, yet in this school the question of truancy never seems to have arisen. Attendance at school, perhaps, under such arrangement comes to be considered not as a duty, but as a privilege.

And then we come to the question, to what extent can the idea of duty—or its inculcation by any sort of penalty incurred in its violation—be eliminated in any scheme of education? Certainly duty and obedi-

ence are factors in mental and spiritual development. But duty and obedience to what? To the will of the master—the schoolmaster? Will the ideas of duty and obedience develop out of Love? And we are thus brought again to the value of the natural, the unhindered growth of the nature of the child, out of which will spring the best that there is in him, all that is called forth by Love working under Freedom.

Mr. Crosby's exposition is sympathetic and lucid. He, too, loves children and knows their natures almost as well as does the great Russian. When he departs from exposition to treat of children, he does so in a vividly interesting way and with simple charm. He writes, too, with much keen wisdom and shrewdness upon college and university education, and upon penology as well—the latter a part of education in its way. These larger problems—if they are really larger—are treated in the concluding chapters.

Altogether this little book provides an introduction to the beautiful nature of the great Russian thinker, and we are conscious of a more intimate acquaintance with the serene philosopher whose high thought is like the balm-bearing winds from the delectable mountains.

J. D. M.

*THE COLOR LINE.

"This is the first time that the question of social, political and commercial equality for the Negro, with its inevitable sequence of intermarriage, has been treated from the scientific point of view in relation to the conditions that exist in America. The author, a professor at Tulane University, New Orleans, brings to bear upon this vital subject data from many widely separated branches of science."

This announcement on the cover of *The Color Line* by William Benjamin Smith, (McClure, Phillips & Co., \$1.50) gives promise of a valuable contribution to the important "race problem." But unfortunately the book is not scientific, or even judicial. It is a lawyer's brief. Special pleading is writ large.

Professor Smith is possessed by the fear of miscegenation and the consequent deterioration of the Caucasian (at least in the southern states) to the vanishing point. To prevent intermarriage, he argues, social equality must be denied. And to justify this denial he assiduously marshals a quantity of facts to prove the superiority of the white race to all others and the inferiority of the negro in particular.

His chief reliance is upon ethnology and anthropology. Cranial development and brain weights are tabulated, and we are

*Tolstoy as a Schoolmaster. By Ernest Howard Crosby. 12mo, 94 pp., 50 cents net. The Hammarmark Publishing Company, Chicago, Ill.

*The Color Line. By William Benjamin Smith, 12 mo. cloth, 261 pp. Price \$1.50. McClure, Phillips & Co. N. Y. City.