BOOKS

"FEMINISM."

What Women Want. By Beatrice Forbes-Robertson Hale. Published by Frederick A. Stokes Co., New York. 1914. Price, $1.25 net.

Not since Olive Schreiner wrote "Woman and Labor" has there been published so valuable a book on "The Woman's Movement" as Mrs. Hale offers in her interpretation of "Feminism." The two books are not on the same plane of literary achievement. "Woman and Labor" was an original argument, eloquent, creative; "What Women Want"is merely an exposition, but clear and critical. It happens, however, that a competent and trustworthy explanation of "Feminism" is precisely what the American public longs for. Here is a fair-minded attempt to satisfy this demand—how successfully, it is for the public to judge. At least Mrs. Hale is brave enough to begin with a definition and to end with prophecy:

"Feminism is that part of the progress of democratic freedom which applies to women. . . . Democracy is the mother of Feminism, as it is of all the most beautiful aspirations of our day. . . . Woman could not be free under feudalism, under patriarchism, nor under priestcraft." The birth of Feminism "was in the ideal of individual liberty. . . . Its maturity is reached today, when the workers and the leisured women are uniting with each other and with men to demand for both sexes opportunities, not *equal* to those men already possess, but *greater than either have hitherto enjoyed.* Feminism only comes of age when it ceases to be Feminism, and becomes Humanism."

Mrs. Hale, actress-niece of Sir Johnstone Forbes-Robertson, English born and American resident, wife, mother, professional woman and working suffragist, is not only by experience apt for observation, but by talent fitted to write. Part One of her book, the history of woman's progress, and Part Two, the testimony borne by the arts to woman's rise, are related with a discriminating emphasis and brevity that leave the reader grateful for a new breadth and clearness of vision. Part Four is a happy prophecy. But it is Part Three that the American woman of today will care most to read—the author's outlook on present problems and their relation to the ideals of Feminism. Very optimistic, but wholly sane, are the writer's views for the most part. One's hope is that they are reprepresentative. A. L. G.

There is time enough for everything in the course of the day, if you do but one thing at once; but there is not time enough in the year, if you will do two things at a time.—Lord Chesterfield.

THE ART OF TEACHING.

Natural Education. By Winifred Sackville Stoner. Learning and Doing. By Edgar James Smith. The High School Age. By Irving King. The Child and His Spelling. By W. A. Cook and M. V. O'Shea. Childhood and Youth Series, edited by M. V. O'Shea. Published by the Bobbs-Merrill Co., Indianapolis. 1914. Price, per volume, $1.00 net.

In variety of study-subject, of child's age, of pedagogical problem considered, no other volumes of the Childhood and Youth Series which Professor O'Shea of Wisconsin is editing, can well differ more than the four in this group. They may, perhaps, therefore, be taken as fair examples of the large series planned and already partly published.

Unquestionably the most original contribution of the four and that of the widest appeal, is the story of Winifred Sackville Stoner, Jr.'s education by her mother from her first week until her tenth year. One may discount to the full in every possible way the miraculous results of the mother's methods as she relates them herself—the unusually bright, strong child of a remarkable mother, uncommon material advantages in healthful surroundings and travel, and so forth. But when one is all through, there remains an amazed admiration for this plan of education and an increased and sturdy doubt about the wisdom of the let-alone babyhood and the uncultivated early childhood of our American citizenry. "By the time that Winifred reached her fifth milestone she was able to express her thoughts in eight languages" and then she learned to speak, read and write Esperanto. "She learned to read at the age of sixteen months." "As I believe that next to the power to read, the ability to appreciate good music gives mortals the greatest pleasure, I began to teach Winifred something of musical sounds in the cradle. Her ears were trained to love good music by hearing it, and she learned to distinguish tones by means of the bells which were hung at the foot of her bed." Winifred's cradle was certainly a very busy spot in a most industrious room.

Next to entire lack of the fear of beginning too young the most noticeable part of Mrs. Stoner's method was her use of games in teaching. Anyone who knows children, knows their extreme fondness for games, and the constant and multifarious use of new and old, simple and elaborate games as teaching aids was a very practical and impressive part of this child's education. Many of the little plays are described in the book and will be welcomed into use by any wide-awake mother or teacher.

"Learning and Doing" is a common-sense talk

with teachers on the problems of the schoolroom, advising patient study of the children themselves and adaptation of curriculum to their natures as disclosed. The author makes a practical, reasonable answer to the "study for discipline" advocates. He says much about real efficiency in teaching the child how to study, about encouraging his versatility and remembering that "living" not "learning" is the child's main business.

Professor Irving King of the College of Education in the University of Iowa, contributes in "The High School Age," a brief study of the physiological period of adolescence with its accompanying mental traits, and a somewhat superficial discussion of how the high school may cope with the difficulties and take advantage of the benefits of this age.

The fourth volume, "The Child and His Spelling," although on a topic of almost universal concern, is safe reading for none but impeccably good, or hopelessly bad, spellers. All others open it at their own peril. They will see all their "wobbly" words gloriously misspelled; but the fun is almost worth the risk. The results of certain experiments are presented in analysed tables from which some major pedagogic conclusions are drawn. The great misspelling public, however—to its relief or its discouragement as temperament dictates—will be particularly interested in the "minor inferences" drawn: (1) the evil influence on spelling of those methods of teaching reading which delay too long the mastery of the alphabet, or direct attention too much away from the letters of words; (2) the disintegrating effect produced in one's own spelling by exposing to one the errors of others; (3) the disadvantage of a reflective attitude toward spelling; (4) the rareness of pure types of spellers, such as audiles or visualizers; (5) and the impropriety of dwelling long on syllabication after pronunciation has been worked out.

Part II of the book, however, is wholly worth an acquaintance. It contains three lists of words, gleaned from the written vocabularies of thirteen typical Americans. List I comprises 186 words used by all thirteen in their correspondence; List II is 577 words used by a majority of these same letter writers; and List III, 2,207 words used by more than one of them. Lists I and II should, in the author's opinion, "be thoroughly mastered by every elementary school pupil" with as much drill as possible in the higher grammar grades on List III.

Everyone knows there are three classes of spellers: (I) Those who do. (II) Those who don't. (III) Those who doubt. If only Professor O'Shea could reform the dictionary man, many, perhaps most, of class III might climb into class I. If only our dictionaries, regardless of "rules for forming," would consent to *spell out in full all participles, past tenses and plurals!* That would be a happy day for many a teacher, pupil—and publisher of dictionary, too. A. L. G.

BOOKS RECEIVED

—The Harbor. By Ernest Poole. Published by the Macmillan Co., New York. 1915. Price, $1.40 net.

—The Audacious War. By Clarence W. Barron. Published by Houghton Mifflin Co., Boston. 1915. Price, $1.00 net.

—Carranza and Mexico. By Carlo de Fornaro. Published by Mitchell Kennerly, New York. 1915. Price, $1.25 net.

—The New Map of Europe. 1911-1914. By Herbert Adams Gibbons. Published by the Century Co., New York. 1914. Price, $2.00 net.

—Social Evolution. By Benjamin Kidd. New and revised edition. Published by the Macmillan Co., New York. 1915. Price, $1.50 net.

—The Single Tax Index. Volume One, Number One. For the Quarter ending January 1, 1915. Issued quarterly. By Ralph Crosman, 121 Second St., San Francisco, Calif. 1915. Price, per number, $1.

—Emile Durkheim's Contributions to Sociological Theory. By Charles Elmer Gehlke, Columbia University Studies, Whole Number 151: Longmans, Green & Co., Agents, New York. 1915. Price, $1.50 net.

PAMPHLETS

War Cartoons from the Chicago Daily News. By L. D. Bradley, 1914. Price, 10 cents.

Exposure and Indictment of the Reading Combination. By Albert H. Walker, Floor 10, Park Row Bldg., New York.

Objections to a Compensated Dollar Answered. By Irving Fisher, Yale University. Reprinted from the American Economic Review.

The Town Hall of the Nation: Why Chicago Must Have a Municipal Auditorium. Published by the Local Division of the Chicago Association of Commerce. 1914.

A Uniform Classification of Accounts for Electric Utilities, ordered into effect January 1, 1915, by the Public Utilities Commission of Ohio. Published by the Commission, Columbus, Ohio.

Report of the Chicago Municipal Markets Commission on a Practical Plan for Relieving Destitution and Unemployment in the City of Chicago. Frederick Rex, Secretary, 1005 City Hall, Chicago.

PERIODICALS

Singletax Review.

The January-February number of The Singletax Review (150 Nassau St., New York) is full of in-