

ing of the Carpenters' Union. The president, in convening the meeting, expressed regret that Mr. Jenkins could not attend, as he had slipped and fallen in Vine street, spraining one of his ankles."—Harper's Weekly.

**BOOKS**

**HENRY GEORGE JR.'S NOVEL.**

**The Romance of John Bainbridge.** By Henry George, Jr., author of "The Menace of Privilege" and "The Life of Henry George." Published by Macmillan, New York and London. Sold by the Public Publishing Co., Chicago. Price, \$1.50, postpaid.

Among the intimate friends to whom the late Henry George submitted the manuscript of his reply to Herbert Spencer, "The Perplexed Philosopher," was one who upon reading the chapter on "Principal Brown," remarked: "I should think you might write a good novel if you turned your attention to that order of literature." George replied with his usual frankness: "I think I might, and I have often felt like undertaking it, but it is too late now."

It was too late for him, but the work he vainly longed to do has been done by his son, who in "The Romance of John Bainbridge," his first attempt at fiction, has told a story which deserves to rank with the best that deal with the peculiarly intimate relationship of business and politics that distinguishes the municipal history of our own time.

In this story we have art for man's sake. It pictures the conflict of classes, but with unusual penetration discloses the truth that this conflict is an expression of individual selfishnesses rather than class consciousness. Some of the strongest passions are made to play upon one another. The principal characters go down into the depths of their several hells, and there "finding themselves" rise to the level of what is best in them. A business plot, a political plot, and a love plot, co-operate to unify the story and make it complete.

Mr. Fenn, who has been a public-spirited citizen in a small New England city, comes to the metropolis where the very kind of public franchises he had opposed on public grounds in his old home lie about him so thick and so rich, and to his trained sense so inviting, that he reaches out for them. Through secret bribery and public philanthropy he consequently becomes a great leader in respectably corrupt finance, and incidentally a great object of admiration in society, a great source of supply in organization philanthropy, and a polished pillar of the church.

Mr. Arlington is the very type of a self-made man. A banker whose juniors in the firm fear him, whose senior placates but yields to him, and who knows of nothing in life that is worth while except neatness of person and tainted dollars at the further end of every enterprise—even the enterprise of marriage. He forces himself upon Fenn as the suitor of Jessica Fenn, by veiled threats of exposure and tempting proposals for increasing Fenn's financial power and perpetuating his family name.

Jessica Fenn, lovely and lovable heroine, who as

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\* \* \*

### A SOCIOLOGICAL VIEW OF EDUCATION

*L'Education au point de vue Sociologique.* By T. F. Elslander. Published by F. Lebegue, 46 Rue de la Madeleine, Brussels, Belgium.

The chief argument of this suggestive book is that in all modern schools, however new and scientific their methods may be, the child is educated so as to be a citizen in a society ruled by arbitrary laws—a society which is still an aggregation instead of being an organization. Indeed, an arbitrary society is bound to create an arbitrary education. The actual school system tends to the compulsion, the restraint of the child. The whole way through the child lives in an artificial atmosphere, a system of punishments and rewards, big classes, bells, arbitrary academic curriculum, enormous amount of ready-made stuff which can not be assimilated, cramming for examinations, specialization, etc., etc. This education has the direct aim of producing as quickly as possible, meek and willing workmen who shall be the pillars of the existing society.

Instead of having such an immediate aim, the author looks farther. He says that now that we are aware of the fact; the whole of education ought to be revolutionized. We ought now to try to develop the child into a citizen for a free, organized society of the future. This can only be done by Auto-Education—by the spontaneous development of the child's natural needs. Spontaneity replacing constraint is the normal scientific step leading to the result of a truly organic formation. A school which will adopt such point of view, far from being the enemy of society, will be the most valuable instrument of its progress. A child educated to be ruled only by the Law of Natural Consequences, will willingly submit to it, and by his free adherence to it will be a much more reliable and active citizen than the citizen of to-day upon whom an arbitrary law is enforced. Elslander, who is far from being a dreamer and "Utopist," gives a very detailed account of that school of the future in another work of his, which is called "L'Ecole Nouvelle," and which is a sequel to "L'Education au point de vue Sociologique."

In "L'Ecole Nouvelle" authority is not a right derived from supernatural origin. Its exterior pres-

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