

Rentoul, of Melbourne University. There are also two pages of facts and a diagram of Vancouver's birthplace in King's Lynn.

Vancouver's fame is in the ascendant. This valuable gleaning and publishing of facts at his birthplace will enable all subsequent writers to make more human biographies of the man.

The Acquisition and Pioneering of Old Oregon. By CLARENCE B. BAGLEY. (Seattle: Argus Print, 1924. Pp. 41.)

A fresh historical item from the pen of Clarence B. Bagely is always welcome. The present is a beautiful, wide margined brochure richly illustrated. In telling the story with evident care he gives us the hint that it may be the last of its kind. On page 40 he says: "Of all those who, for seventy years or more, have lived and studied and written the history of this great Northwest only three survive—Ezra Meeker, George H. Himes and the writer."

The book closes with a sort of good-bye entitled "Author's Note." It is reproduced here for two reasons. First, it tells the purpose of the present publication; second, it carries a rather unique farewell from a real pioneer.

"The chief purpose of this monograph is to present briefly how Old Oregon became a part of our national domain, the impelling motives and causes of the great migration hither of seventy or eighty years ago, of the difficulties and dangers of the march of two thousand miles over mountains and across deserts, of pioneer conditions and experiences, with the gradual evolution of the country into separate states, each prosperous and in the present enjoyment of all that goes to make up twentieth century civilization.

"'Along the Old Oregon Trail' has long been a fruitful theme for writers and will long continue, but it is doubtful if any other participant in the great hegira of nearly three-quarters of a century ago will hereafter give to the public his experiences."

Community Forces: A Study of the Non-Partisan Municipal Elections in Seattle. By R. D. MCKENZIE. (*The Journal of Social Forces*, January, March, May, 1924. Pp. 24.)

Professor McKenzie says: "Seattle affords unusually interesting data for a study of community forces. In the first place it is the youngest of our large cities, having in a single generation grown from a small village to a city of about 320,000 inhabitants.

Many of its village pioneers are still residing within its confines. Some families who were once doimnant forces in the community have lived to see their prestige fade away, while other pioneer families have come forward with increasing influence. Community forces have their *foci* in individuals and groups of individuals; they are ever in process of change, now one force, now another gains temporary doimnance. The present represents merely a momentary stage of unstable equilibrium between competing forces."

Old timers will be surprised to learn that their city has arrived at a size and an age where a scientific study of this kind can be made of it. The investigator has used materials gathered from the municipal elections for the thirteen years that the city has been under the system of non-partisan government.

The general summary of the study embraces eight paragraphs of clear-cut reasoning but the most important is the first paragraph as follows:

"Municipal policy as crystallized in election results, represents a momentary stage of unstable equilibrium among a large number of conflicting social forces. Such forces are quite as impersonal and as subject to scientific analysis and interpretation as are the forces which determine the distribution of population or the value of city lots."

Our Faith in Education. By HENRY SUZZALLO. (Philadelphia: J. B. Lippincott Company, 1924. Pp. 108. \$1.25.)

The seven chapters reveal in their headings the scope of this stimulating little volume:—"Our Faith in Popular Sovereignty," "Education as the Basis," "Education and Politics," "Leadership and Followership," "Our Common Schools," "Our Higher Schools," and "Our Faith in Schools."

Since the author, Dr. Henry Suzzallo, is President of the University of Washington, readers in this State will be interested in his book and more especially in his chapter on "Our Higher Schools." The essence of his style and reasoning may be felt in the first paragraph of that chapter:

"Men are able to command whenever they have power; they are able to lead only when they have the intelligence and sympathy which make power over people safe in their hands. Our universities, colleges and higher technical schools do not train men to com-