Wherever the fable is wanted as reading material in the school, this collection will be a desirable one.

Bertha Payne


The manual is intended to furnish sufficient exercises for a full year's work but is so written "that some may be omitted by classes that have not time enough for all, without detriment to those remaining." The authors have sought "to arrange some exercises that shall suggest better methods to many teachers, and save time for those who are too busy to work out the details of plans they may have had in mind." The reviewer believes that they have been very successful. The manual contains eight exercises on "Mathematical Geography," nine on "Materials of the Earth's Crust," thirty-one on "Drainage and Land Forms," thirty-two on "The Atmosphere," and ten on "The Ocean." It seems that many more type forms could profitably be added to the map exercises on land forms, while some of the exercises on materials of the earth's crust and the atmosphere might just as profitably be done by the teacher. If the exercises that the instructor selects from the manual are well done they should aid greatly in giving the student a clear concept of the subject. The manual should be adapted and not adopted. It seems to have been prepared with this in view.

Geo. J. Miller

_The University High School_

_First Year in United States History._ Books I and II. By Melvin Hix. New York: Hinds, Noble & Eldredge, 1908. $0.40 each.

These little books are admirably adapted to the pupils for whom they are written—"the American school children who leave school by or before the end of the sixth year of school." To awaken and sustain a love for history in early adolescence, the author has avoided the "epitome" pitfall and has treated a few topics fully, securing vigor and vitality through a choice of incidents with action, anecdotes, and interesting details. His treatment is biographical when possible; his style is clear and simple, yet vigorous.

Although the occasional page of important events, with their dates, may be made to serve some purpose, it is doubtful whether the completing of each period by faithful inserting of the less important facts of history (as, for instance, the settlement of New Jersey) is really necessary for immature readers. The books, however, answer a demand created by our modern courses of study.

Jessie E. Black