The question just quoted will also serve to illustrate the limits of the field outlined in this connection, since this is the author's nearest approach, aside from a question on the playground movement, to the needs and difficulties of *directed* play from the standpoint of hygiene and development. There are no questions bearing directly on the meaning of play and its educational value to those who take part.

There are some questions of a type illustrated by the following: (386) "Define the terms 'heterophoria' and 'heterotropia.'" (393) "What is 'exanopic amblyopia'?" The lay reader will no doubt infer the answers to these must be contained in some one, or perhaps more, of the references listed under the twenty authors named under "Vision." This is somewhat typical. The references are not closely classified or evaluated and many of the questions turn the attention to books rather than school conditions.

That this book is, however, full of valuable and interesting questions could be shown by calling attention to the subject-matter of any one of its pages. Under the heading of "School Desks," for instance, we find, aside from the references, questions which call attention to periods of growth, sex differences, evil effects of bad posture, relative values of desks and tables, habits of posture, necessity of exercise, and so on.

Some questions taken at random are:

(435) "How many books are read by the average child during his second school year?"

(550) "Are adenoids more common among the poorer classes? Why?"

(558) "What is the difference between stuttering and stammering?"

(708) "Unless in most vigorous health the school teacher should not teach in the Sunday school. Why not?"

The method used in this book, which brings the reader face to face with practical educational problems and schoolroom situations by means of well-selected and pointed questions, is rapidly growing in value and influence. It is from this kind of concrete material and searching criticism that education will gain much toward securing a body of rational and systematized knowledge.

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Music in the Public Schools. A Manual of Suggestions for Teachers.

This recent publication may well be considered a good sign of the times. For the past few years teachers of music have been gradually awakening to the seriousness of the study of music in the child's life, and to the necessity of having such study in definitely graded form.

The writer of this manual, with a keen appreciation of the needs of the child, has prepared a course of study for eight years' work with a definite outline for each week of each year, for the guidance of the teacher. This outline will prove especially helpful to teachers who find themselves confronted with the necessity of teaching music, having little preparatory training, while to teachers of experience many of the suggestions may increase the value of their own courses of study.

Nearly all of the essentials of music-study, namely song interpretation, perception of good music, voice training, and the reading of music notation, are given due attention—the first three showing a mark of great progress in the treatment of school music; we say “nearly” all, for there is yet to be desired a place for original or conceptive work, which is the basis of all song-study.

It is a welcome day when the poetic content of song is considered. In this book the material has been wisely chosen in reference to the poetic as well as melodic content; most of it is simple in the ideas involved, therefore within the child’s interest and comprehension.

If the definite technical work which the author has outlined for the first three years could be left until a later period, and more time put upon song singing (the necessary technicalities being taught so simply that they are learned almost unconsciously by the children), together with original work, the course would be broader, and a more certain musical basis would be laid for the work of the succeeding years.

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