

should not have been overlooked. Two or three illustrations will suffice. For instance, in the explanation of springs and artesian wells all layers of soil whether it be gravel, sand, clay or what not are termed rock. In the absence of any such definition of rock it is difficult to see just how the discussion will be very clear to the large number of pupils who have never seen the outcroppings of any bed rock (P. 85) The writer is not yet sure what was meant by the question "Which is more valuable, a gem cut from rock crystals or one made from Amethyst?" (P. 176) Equally confusing appear the questions 4 & 5 (P. 224) asking how we distinguish in "General" and in Particular steep slopes from a contour map.

Traverse City High School, Michigan.

G. H. CURTIS.

Elementary General Science, Book I. By PERCY E. ROWELL. Published by the author. Pp. 197.

In the preface we read, "The science which is most valuable to the child is that which explains the phenomena of the environment—the science of common things—the science of everyday life. No one branch of science can do this. . . . A blending of all branches of science, as a means for the best teaching of it in the grades, is inevitable."

There is a dearth of science books for the elementary schools and many teachers will find this little book of much value in their classes. It has numerous illustrations.

R. M.

Introduction to General Science with Experiments. By PERCY E. ROWELL. The Macmillan Company. Pp. 295.

This was published in 1913 and no later edition has yet appeared. No space is given to drawings or pictures. The work is certainly true to its name, it is *general*. No particular branch of science is emphasized. Chemistry, Physics, Geography and Botany are interwoven. The plan of the book is splendid. A paragraph or two is given on a subject, then a number of definite references are cited where the pupil may find a more extended discussion. An experiment usually follows.

In the front part of the book a good list of references is found with directions for use. The experiments are interesting and stimulating and well within the grasp of a first year high school student. They can easily be performed in a forty-five minute period and no elaborate apparatus is necessary.

I found this book of great service in my first year classes. However, I would not recommend it to an inexperienced teacher as a text, for to be of value it must be used together with the references.

Boston Trade School.

THOMAS D. GINN.

First Year Science. By WILLIAM H. SNYDER. Allyn and Bacon. Pp. 470.

This text is an attempt to unify the elements of some ten special