

New York : The Macmillan Co. 1898. Pp. xi, 603.),
A School History of the United States. By John
Bach McMaster, Professor of American History
in the University of Pennsylvania. (New York,
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***States for Schools.* By WILBUR F. GORDY, Principal of the North School, Hartford. (New York : Charles Scribner's Sons. 1898. Pp. xi, 478.)**

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[A. A. Freeman](#)

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It is unfortunate that in the translation too much effort has been made to preserve French idioms. This has resulted, of course, in bad English, sometimes in sentences which are well nigh incomprehensible. On page 226, for example, this sentence occurs, "In the conservative ranks only a few rare independents expressed the indignation." On page xxxviii of the preface a passage from De Tocqueville's *Democracy in America* is translated as follows: "The ruling class of the Empire was, pre-eminently, a syndicate of protection guilty of much egotism, and with a taste which was dangerous to immobility."

A. L. LOWELL.

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PROFESSOR CHANNING'S book, decidedly the best one-volume American history yet published, is admirably fitted for use as a text-book with advanced secondary classes. In the preface the author has explained that his purpose in the publication of this work is to provide a text-book suited to the needs of the senior class in high schools and academies. He believes that "the serious study of American history more fitly follows than precedes other countries and belongs to the maturer years of school life." The book is not adapted to the use of young pupils. The author assumes a considerable knowledge of American history on the part of pupils from the use of more elementary text-books in the lower grades. He accordingly omits all the stock stories and anecdotes which form so large a part of our elementary text-books. The work is scholarly, dignified and interesting. It is full of suggestions for both teachers and pupils. Miss Anna Boynton Thompson of Thayer Academy has written a chapter entitled "Suggestions to Teachers" in which she has described her own methods of teaching. These suggestions will be very helpful to the teacher if he accepts them as "suggestions" and not as rules. Some of the suggestions would be impracticable with a large class. They should prove of peculiar value in preparing pupils for the new requirements for entrance to college. Especially valuable and useful are the marginal references on every page to standard works which contain a fuller account of each topic. Each chapter is headed by a list of books, special ac-

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