

There is romance here, too, and adventure, when one thinks of all the work that was required to make possible the present methods of comfortable travel. The reader will meet some delightful folks—like the guide whom they called Robinson Crusoe and the cockney, Bill Noble—but best of all, he will meet the writer himself, who loved the mountain and the stream and the crackling campfire.

In the "White Indian", the writer asks, "Where is it now, the glory and the dream?" The answer is to be found in books like these, stories of explorers, engineers, and trail blazers of today and yesterday. The answer may also be found in the panorama that awaits the climber when he reaches his peak in the Rocky Mountains. First-hand accounts are always valuable in that they re-create for one the actual enterprise and the events connected with it.

It is in somewhat similar spirit of adventure and good anecdotes that Mr. Mitchell describes "Trail Life in the Canadian Rockies." This book would be tremendously useful to any group that intends to tramp in the Rocky Mountains near Field and Banff, because the writer gives detailed information about nine summers in this region. If the reader doesn't plan such mountaineering he will find the accounts of the trips thoroughly interesting. There is good humor in the book and sunset or dawn, with the world's edge in the distance, he can find both the glory and the dream.

EBBA DAHLIN.

Our Constitutions, National and State. By A. J. CLOUD, Chief Deputy Superintendent of Schools, San Francisco, California, and EDMOND S. MEANY, Professor of History in the State University of Washington. (Chicago, Atlanta, New York: Scott, Foresman and Company, 1925. Pp. 350. \$1.00).

This interesting little volume—an Elementary Text in Government and Citizenship, for use in the State of Washington—is designed to meet the requirements of schools that feel the need of inculcating in their pupils a truer appreciation of our system of government and an understanding of the duties of active citizenship. In some states the legislatures have required courses in citizenship and in the principles and provisions of the Federal and State Constitutions and this book will meet that need if such a law is passed in Washington. It may be questioned whether a study

of the constitution—one of the most difficult fields of law—can be so simplified as to be of very great value to students in the elementary schools, but assuming that some adequate understanding is attainable by young pupils this book should abundantly meet their needs.

There are three divisions of the field. Part one contains a simple explanation of government in general and our government in particular. Part two takes up the Constitution of the United States and explains it section by section in the simplest possible language. Necessarily all the complicated and debatable clauses and phrases that have exercised the reasoning powers of the greatest lawyers and jurists are passed over without clarification. In part three Professor Meany has given a clear and concise exposition of the constitution and government of Washington. It is up-to-date, informing and pleasingly presented.

An appendix reprints the Declaration of Independence, the Constitution of the United States and that of the State of Washington. At the end of each chapter are found references for further reading, suggestive questions, and subjects for discussion in class, and throughout the book are well chosen and well executed illustrations. Mechanically and typographically the book is beyond criticism. A glossary of difficult terms and an index make the contents readily accessible. Both authors are to be congratulated on their successful command of easy clear-cut English, which will without question grip the attention of their readers.

EDWARD McMAHON.

Condensed Popular History of the United States of America. By GUST. S. STALEY. (Yakima, Washington, 1924. Pp. 75).

This little volume is an attempt on the part of an intelligent citizen interested in the study of the history of his country to awaken a deeper interest in that history. It is designed to meet the needs of a hurrying world that has little time for serious prolonged study of anything. It is both an outline and a summary. From the college point of view it is therefore unorthodox, but it may supply a real need that the college course does not. Most people still conceive of history as facts. History is no more facts than bricks are a house. Something more is needed. The bricks must be arranged according to the plan in the builder's mind; the facts so as to show how the present has unfolded itself from the past. This is extremely hard to do briefly. The briefer the summary the