

being at the same time the most accessible to us and the most important for most of those who study French." No student of French can fail to be pleasantly surprised by the liberal views expressed on this subject in the preface, which is by M. Gaston Paris, and in the introduction, by the authors.

It must, of course, be understood that this dictionary will teach pronunciation to no one who has not completely mastered the sounds represented by the phonetic characters; and for that one needs to refer at the outset to a Frenchman, or some one who is a safe guide. Once the sounds can be made accurately, the dictionary becomes an inexhaustible source of the most valuable direction, and should be constantly referred to. There is one improvement which should be made in the second edition; that is, the insertion of many more proper names of persons and places, which, though they do not strictly belong to the language of every day, certainly do present very frequent cases of difficulty, as they do in our own language. The authors have already given a number, and they should greatly enlarge the list. The "Dictionnaire phonétique" is printed in Hanover, but can be had from the Paris publisher of the "Chrestomathie," as no doubt from Holt & Co., New York. Price five francs in paper, and six francs bound. The paper edition is very unsatisfactory.—
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A book of special interest to teachers and students of modern languages is the "Etude Progressive de la Langue Française," by Profs. Stern and Meras, of Stern's school of languages. New York, Henry Holt & Co.

It may be recommended first as a book to be put in the hands of pupils

for oral French reading at sight. Progressive teachers of French and German recognize more and more the value of oral reading as a means of giving the pupil power to think in a foreign language, and thus grasp the meaning without the process of translation; and it is for the purpose of sight reading that the libraries of many of our High Schools and Collegiate Institutes contain a dozen or two copies of some easy French story or play. But teachers engaged in this work have felt the ordinary book of fables or foreign tales to be inadequate. While it may be simple enough for the pupil to read without translating, it is not graded; that is, does not lead from the easy to the more difficult. The chapters are too long for the lesson, the narrative is consequently interrupted at the wrong point, and both teacher and pupils have a sense of incompleteness in the lesson. Besides, the ordinary story or easy comedy presents only one style of French composition, whereas a book for sight reading should be so varied as to avoid monotony and should give an idea of the different phases of French literature. Stern's "Etude Progressive de la Langue Française" possesses not merely one or two of these requirements, but seems to have them all combined. It is written in dialogue form, being a series of talks between teacher and pupils. These conversations are well guarded, covering the rules of French grammar, and leading from such simple subjects as the hour of the day, the seasons and months of the year, talks on cities of the old and new world, to a brief outline of French literature. From the beginning there is a plentiful sprinkling of anecdotes, and thus the narrative style is combined with the conversational. Stories are told from the great masterpieces, as the "Chanson de Roland," the farce of "Maître Pathelin," "Le