

sible to the English student. The people that can see no good in Latin prose would do well to read the introductory essay on the value of the study of Latin composition. We hope to be able to reproduce it, both for their confusion and for the support of those that still believe in "the humanities."

LECTURES ON THE SCIENCE AND ART OF EDUCATION, WITH OTHER LECTURES, by Joseph Payne. New York: E. L. Kellogg & Co., 1884. pp. 256, 16mo, cloth, \$1.00; paper, 50 cents.

The publishers have laid the teaching profession in America under obligations by re-publishing this notable book. As is probably known to our readers interested in the science of education, Mr. Payne was the first Professor of the Science and Art of Education in the College of Preceptors, London, England. He laboured there with much acceptance to the college, and amply justified the expectations of those that had been instrumental in establishing the chair of pedagogy. He not only found the key to the success of Froebel, Pestalozzi and Jacotot, but was able to add much original material to the science of education. No teacher who aims to be progressive should fail to obtain this book and master its contents. The key-note of the book is this: It is what the child does for and by himself that educates him. The mechanical part of the book is also excellent.

CUMULATIVE METHOD FOR LEARNING GERMAN, adapted to Schools or Home Instruction, by Adolphe Dreyspring. Second Edition. New York: D. Appleton & Co.

Methods of linguistic instruction are commonly distinguished as being *analytical* or *synthetical*. This distinction is not quite correct, inasmuch as no system can be either wholly the one or the other; the methods are only rightly so named as indicating that the one or the other principle prevails. We do not intend to discuss these distinctions further than to state that languages are and have been taught in our schools mainly by the analytic method. Herr Dreyspring's idea

seems to be this: The boy who has analysed the grammatical forms and syntax of "wessen Tisch ist das?" who can repeat these words, whenever he wishes to express the thought contained therein, and who so understands the grammatical principles involved as to express a similar thought with other words, *knows* German (in so far as he has learned the language) as perfectly as Goethe or Schiller. Anything short of this the author believes is not to *know*: it is only to *know about*. As a matter of fact the stage of progress most commonly attained is to be able to translate such a passage into English at sight, and probably to parse correctly the individual words. Very few can repeat the words in case of need, and marvellously few can express another thought similarly with other words. Such a knowledge is not permanent, is of little use as mental discipline, gives no pleasure to the possessor, and finally disappears with astonishing celerity.

To compass the whole German language, as indicated in the example given above, in analysis, syntax, pronunciation, and original effort on the part of the pupil, has been the object of the author of the "Cumulative Method." He has analysed the vocabulary of the story of "Schönkind," taken its 350 nouns, 125 adjectives, and 200 verbs with minor words, and with these as a basis has built up the whole German Grammar in concrete form.

We recommend the work to teachers of languages. If not prepared to adopt such a system in its entirety, they would assuredly derive benefit from familiarity with its principles, which may with equal advantage be applied to the teaching of any language.

EXERCISES IN TRANSLATION AT SIGHT: A selection of passages from Greek and Latin authors, arranged by A. W. Spratt, M. A. and A. Pretor M. A., Fellows of St. Catharines College, Cambridge. Vol. I., Original Passages, pp. 209. Rivingtons: London, 1884.

This book although intended to supply the needs of higher classes in British Schools with a selection of passages from the best classical authors for sight translation, is yet