

monarchies as well as republics, and the means which have been adopted in the United States for the establishment of a National system of education. The amount of illiteracy in the different parts of the United States is shown clearly by a carefully prepared map.

THE ELEMENTS OF RHETORIC. By James De Mille. New York: Harper Brothers; Toronto: Willing & Williamson.

THE PRINCIPLES OF RHETORIC AND THEIR APPLICATION. By Adam S. Hill, Professor of Rhetoric in Harvard College. New York: Harper Brothers; Toronto: Willing & Williamson.

The eminent firm whose imprimatur is found on the title page of these two books has conferred no small amount of benefit on the English student by their publication. The subject is one that has been so frequently and exhaustively treated as to make one wonder whether it is possible to say anything new upon it. Nor is it possible to say much which has not been said before by some author of the many who have discussed the subject from Aristotle to Whately. It is not in this direction, therefore, that we must seek for the *raison d'être* of the books before us, but rather in that indicated by Mr. De Mille, when in his preface he tells us that "while a work on Rhetoric can hardly contain anything new in the subject matter, it is still possible to exhibit some originality in the mode of treatment." From this point of view both authors display a very considerable amount of originality, for the treatises are as unlike each other as they are unlike all previous treatises on the same subject. It is impossible within the scope of one brief notice to do much more than call attention, in a general way, to the high merits of the books, but there is one peculiarity of each which deserves more than a passing reference. The element in Mr. De Mille's work likely to prove of greatest service to the student is his analysis of the figures of speech, which is carried through nearly one hundred and twenty pages, and is at once elaborate, acute and suggestive. His classification of rhetorical figures into those of relativity, gradation and emphasis will be found exceedingly convenient. The list of figures is exhaustive, the definitions are concisely worded, the illustrations are numerous and appropriate, and the practical remarks and cautions accompanying each are calculated to render the student at once more expert in their use and less liable to their abuse. The part of Professor Hill's work to which we would more particularly call attention is that which treats of grammatical purity and the choice use of words. Never was there more need of attention to the niceties, to say nothing of the essentials, of the Queen's English, which one hears and sees mutilated to an enormous extent on every hand. Men calling themselves educated speak and even write "lay" when they mean "lie," pronounce "across" as if it were spelt "acrost," add the inevitable terminal "r" to every word which ends properly in a vowel sound, and perpetrate other and equally vulgar errors almost innumerable. All who really wish for assistance in the work of educating themselves up to a proper standard in this respect will derive great benefit from a perusal of this little treatise. The authors and works quoted for purposes of illustration and warning are extremely numerous, each reference being most carefully and minutely given.

FIRST STEPS IN ARITHMETIC. By Matthew Wilson, Principal of the Glasgow Model School. Thomas Lorie, 63 Prince's Street, Edinburgh. The most Elementary Arithmetic we have seen. The price of the book is threepence.

ELEMENTS OF NATURAL PHILOSOPHY. By Elroy M. Avery, Ph. M. Sheldon & Co., 8 Murray St., New York. The reader will be reminded of Peck's Gannet's Philosophy. A more modern arrangement, however, and exercises at the end of each section make it an improvement on the older work.

ELEMENTS OF BOOK KEEPING. By Joseph H. Palmer, A.M. Sheldon & Co., New York: A good work for elementary classes. The exercises throughout the book are of an easy progressive character; giving the cash accounts of children away from home attending school, clerks, families, treasurers and others, in order to induce an easy and agreeable habit of comparing moneys received with those expended, outlays with returns, &c. The paper, binding and typography are excellent.

HOUSTON'S OUTLINES OF NATURAL PHILOSOPHY. Philadelphia: Claxton, Remson & Haffelfinger, 624 Market St. This work consists of a series of questions and answers—an objectionable arrangement of the subject.

PLEASE STOP MY—WHAT?—"Times are hard, money is scarce, business is dull, retrenchment is a duty; please stop my—" whiskey? "O, no; times are not hard enough for that yet. But there is something else that costs me a large amount of money every year, which I wish to save; please stop my—" tobacco, cigars and snuff? "No, no, not those; but I must retrench somewhere; please stop my—" ribbons, jewels, ornaments and trinkets? "Not at all; pride must be fostered, if times are ever so hard, but I believe I can see a way to effect quite a saving in another direction; please stop my—" tea, coffee, and needles and unhealthily luxuries? "No, no, no, not those. I cannot think of that sacrifice; I must think of something else. Ah! I have it now. My paper costs me eight cents a month; one dollar a year; I must save that. Please stop my paper. That will carry me through the panic easily. I believe in retrenchment and economy, especially in brains."—Household.

STANDARD AUTHORITIES.—The physician, the lawyer, the soldier, the sailor, the political economist, the clergyman,—nay, even the very cook, has his standard authority, universally accepted; but the teacher, whose vocation is more important than that of any of them, is left without chart or compass.—Thos. Hunter, Pres. Normal College, N. Y.

—We know by long experience that it is because the school-girl, who has received no instruction, except from another girl as uneducated as she, is willing to teach for a pittance, many excellent normal graduates are compelled to abandon the profession for which they had prepared themselves, or submit to poverty prices. Educated teachers are driven away from the school-room, because the people do not discriminate between a good and a poor school, and are willing to take almost any one who holds a commissioner's certificate, and is willing to teach for the small amount the district votes to pay. There is not one among our honest professional teachers who does not feel degraded because so many are admitted by law to be their peers who know nothing of the science and art of education, and never intend to teach but for a few months. There is not a school officer in the Union, especially in the country, who will not express his great desire to increase the price, and thereby the quality and permanency, of school-room work.—National Teacher's Monthly.

—Education is the normal, and therefore harmonious development of all human faculties, the harmony is to be tested as all proportions are tried, by *ratio*; and that development is harmonious in which "any phase of ability is but a phase of general ability." A man, then, is completely educated when he naturally and readily discharges all of his functions as a human being; an individual is fully educated when he has reached the limit of skill possible to him as an individual; and a man is properly educated in proportion as his instruction leads him toward the full possession of his faculties.—Am. Jour. of Education.

—No child up to the age of nine or ten should be confined at his tasks more than three hours a day. As he grows older, the number of hours should be increased. At seventeen, the boy, if he has come to that period with strong nerves and healthy organization, might be employed at his tasks thirty hours per week without injury, and perhaps longer, if a sufficient variety is presented. But all through the age of childhood and boyhood no restraints should be placed upon the physical growth, either directly or indirectly. The future of American life depends more for the healthiness of its moral and social tone upon the school-life of the rising generation than the superficial observer would probably admit.