

of annotation should appear among us. One is almost surprised that so much downright labour should be expended on a book, which must command a sale comparatively small, but we should be ashamed of our surprise. We have become so much accustomed to see in the school-room, texts, the notes to which are merely pitch-forked together, that we are keenly sensible of an improvement when it appears. Mr. van der Smissen has supplied his little book with a good vocabulary—and that is saying a great deal—while in his notes he attempts something more than helping the scholar to get at the meaning of his author; hints are given of the principles on which peculiarities are based, and in this way to read one tale is to become armed against the difficulties of the next. In his preface Mr. van der Smissen gives his reasons for some changes which he has introduced into his edition. For example, he has adopted the modern spelling in deference to the almost universal present practice of Germany. This may cause some difficulty to the beginner whose grammar uses *thun, roth*, whilst his text has *tun, rot*, but the additional strain on his powers of observation will not be very great. The employment of the Roman type has much to recommend it; the beginner in German has quite enough to contend with without having to struggle with the very letters themselves. We trust, with the editor of the tales, that his little book "may tend to increase the number of students of the noble German language in the schools of this Province," and we also hope to see Mr. van der Smissen's work imitated by others.

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CHRISTIE'S EDITION OF HODGSON'S ERRORS IN THE USE OF ENGLISH. Compiled and Edited by J. Douglas Christie, B.A., Master of Modern Languages, Collegiate Institute, St. Catharines. Toronto: Williamson & Co.

The English Masters of our High Schools will welcome this book. For a long time they have felt the need of a good collection of errors in the use of English suited to the work of senior classes. Of many recent works claiming to supply the need some are

useless because exemplifying errors that no Canadian school-boy ever makes, while of the others all are better suited to the lower forms. Hodgson's work on its appearance was welcomed by teachers generally, and the Department of Education soon placed it on the list of recommended text-books. Experience has however shown its unsuitability as a class-book. Though the range of examples is extensive, and the selection judicious, the fact that the errors are always pointed out, and the corrections often indicated renders it a book for the private student and not for the member of a class. Many teachers, therefore, have been accustomed to dictate the examples to their classes without requiring that each pupil procure a copy of the book. To remedy this waste of time Mr. Christie has omitted "the hints," and rearranged the examples in such a way that the pupil is always unconsciously reviewing. For the sake of the teacher's convenience a very simple method of reference to the original work has been adopted, and the book stands complete, being superior to any other for the most advanced of our High School pupils. The size and shape of the book are such as to permit of ready reference, and the binding, typography and general make-up are excellent.

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COMPOSITION AND PRACTICAL ENGLISH, with Exercises adapted for Use in High Schools and Colleges. By William Williams, B.A. Toronto: Canada Publishing Company (Limited).

This book, the careful work of a successful teacher of long experience, is worthy of introduction into our Canadian schools. It is, as far as such a book can be, practical. In fact, we know of no treatise on composition that equals it in this important respect. Any class that is carefully taken through its chapters will profit greatly in an increased vocabulary and an improved taste in the use of words. The subject-matter is very extensive, yet thoroughly treated, notwithstanding the fact that the book is not bulky. Beginning with the *choice and use of words* under the heads of *purity, propriety* and *precision* the pupil is brought to the consideration of