characters are as distinct as those of the ordinary type. To some of the "Irregular Combinations" we take decided exception, e.g., to those for tw, dw, kw, g,w, wr, whr, and whl. Every student of Phonography, however, may glean many valuable hints and suggestions from the pages of Mr. Longley's Compend. The price is only twenty-five cents.

Modern Spanish Readings; with Text, Notes, and an Etymological Vocabulary. By Prof. W. J. Knapp, Yale College. Boston: Ginn, Heath & Co., 1883.

WE have in this book a handsome volume of 450 pages. The text embraces 208 pages, while the remaining space is taken up by some thirty pages of notes and a copious Spanish-English vocabulary. The mechanical part of the book is all that could be desired. The clearest type liberally spaced, tinted paper, with double-leaded type in notes and vocabulary, and a strong, handsome binding, make up a volume at once elegant and well adapted to class-room use or private study. The notes are not too copious, but appear to be well chosen, while those upon grammatical points refer to the sections of the Grammar by the same author published a short time ago.

We think the compiler has hit upon the right plan in arranging the Readings, when, as he observes in the preface, he chooses extracts containing language "such as one hears in actual life, in good society, or may read in the journal, the review, and the latest work of fiction." To us it has always seemed a great mistake to put into the hands of young persons or learners, as a means of acquiring the language, the classical works of that language and particularly the classics of a preceding age. In the first place, it is a sort of sacrilege to subject the classics to the cruel vivisection of inexperienced hands; and in the second place, the language of the classics is sure to be so largely abstract as to be both difficult of comprehension and retention to untrained minds. To acquire a language thus is like mastering mathematical theorems without understanding the processes of reasoning by which the conclusions have

been arrived at. Too much importance cannot be attached to this point. The learner, to obtain a lasting knowledge, must proceed through all the steps of concrete language, as well as idiomatic conversation and even colloquial speech. To begin at the othe: end of the ladder, as is, we regret to say, usually done, is to produce a knowledge which will be not only superficial but evanescent. The selection of articles embraced in the Reader is intended to lead the learner through the necessary steps to a knowledge of Spanish, which would enable him to begin with advantage the reading of the older classics. They are selected so as to give variety, and include the story, the essay, the history, and the formal lecture. The Etymological Vocabulary is a good feature, and is especially valuable in these days of comparative philology.

We should like to see more attention paid to the Spanish language. It is not only valuable for its literature, but especially from a scientific point of view, as completing with French and Italian the circle of the Romance languages. We heartily recommend Prof. Knapp's Spanish Readings to those who intend to cultivate the language of Cervantes and Castelar.

CANADA LAND LAW AMENDMENT ASSO-CIATION.—PROSPECTUS AND CONSTITU-TION. President, J. Herbert Mason; Secretary, Beverley Jones. Toronto, 1883.

In every department of society it is manifest that this is an age of restless activity and progress. We are not content to move in certain grooves merely because our fathers so moved. The world of thought is pushing, aggressive, and full of inquiry, delving in the earth, searching the sky, stripping the cobwebs of age from many a venerated custom, and bringing everything under the strong fierce light of this nineteenth century. In nothing is this more noticeable than in our system of Juris-prudence.

It is but two years since the passage of the Ontario Judicature Act, whereby the old Courts of Chancery, Queen's Bench, and Common Pleas, with their dual character, were fused