

France and Germany. The needs of Spanish education would therefore seem to be, first, vigorous and honest enforcement of the laws as they stand at present; and, secondly, some means of extending primary instruction.

#### COLLAR'S LATIN BOOK.

THIS book is an outcome of the discussions of the past few years on the value of classical study. Its method is a complete change from the tedious study of grammar to a rational view of the language as a form of expression. Its aim, as stated in the preface, "is to serve as a preparation for reading, writing, and, to a less degree, for speaking Latin." This preparation it gives, not by getting the Latin language before the beginner as a collection of paradigms and rules of syntax, but as a vehicle of ideas. It is here that the book breaks away from the traditional method.

Immediately on opening it, one notices the absence of any reference to the grammars. The book is not, as so many are, a mere guide-post, telling the pupil where in the grammars he can find forms, rules, or exceptions. In a compact form it gives all necessary paradigms and rules, but with full and repeated illustration. The examples are chosen not merely to illustrate forms and rules, but to show that forms and rules are instrumental to expression, and that it is as possible for a boy to express his own ideas in Latin as it is to find out what some one else has expressed. Further aid in this direction is given by the arrangement which brings the verb near the beginning, before the completion of declension, enabling the pupil to construct sentences, and by inserting early in the vocabularies verbal forms. Thus a boy learns that *habet* means 'has' before he can conjugate, just as a child learns 'has' before he knows it is a part of 'to have.' By slight changes of meanings, the exercises and vocabularies are made suggestive, and the *colloquia* scattered through the book cannot fail to interest and stimulate to imitation.

The plan of the book rests upon the fact that the memory and not the judgment of the pupil is to be exercised; that one can learn facts rapidly who cannot appreciate reasons. The unslaked thirst of memory that belongs to the age when Latin is usually begun is made use of, but is not quenched by a mass of unnecessary detail and unimportant exceptions. Explanations are omitted, except as they help the pupil to understand, not the theory of constructions, but their uses. The omissions of the book are noteworthy, and the editors have happily avoided the deplorable

*The beginner's Latin book.* By WILLIAM C. COLLAR and M. GRANT DANIELL. Boston, *Ginn*, 1886. 12°.

error "of failing to discriminate between the relatively important and unimportant." The subjunctive mood, that slough of despond for beginners, is treated briefly but clearly, and fully enough for such a book.

The chapter on derivation does not seem quite up to the general level of the book. The examples are apt and well grouped, but they will be taken as individual specimens rather than illustrations of principles. In other chapters, after the examples, the rule or principle covering them has been stated, and in this it would have been well to add statements of the meaning attached to certain terminations.

The book is a *live* one. No lazy teacher can use it with success. It gives suggestions, but requires attention, and, properly used, will fulfil the expectation of the editors that pupils can be prepared by it for Caesar within a year. It will meet with success, because it throws off the trammels of artificial methods, and seeks those that are rational and natural.

JOHN K. LORD.

#### MONOGRAPHS ON EDUCATION.

THE publishers of this handy series of essays are doing an excellent work. As they state in their preface, "many contributions to the theory or the practice of teaching are yearly lost to the profession, because they are embodied in articles which are too long, or too profound, or too limited as to number of interested readers, for popular magazine articles, and yet not sufficient in volume for books." Every teacher knows how true this statement is, and should therefore welcome such contributions to pedagogics when presented in so attractive a form as that in which these monographs are issued.

Prof. Stanley Hall's monograph on reading<sup>1</sup> is an example of applied pedagogics. He outlines the various traditional methods of teaching children to read, and also some of those suggested by the psychologists, and reaches the eminently sensible conclusion that "there is no one and only orthodox way of teaching and learning this greatest and hardest of all the arts." We cannot believe, however, that Professor Hall means to be taken seriously when he says (pp. 17, 18) that "many of our youth will develop into better health, stancher virtue, and possibly better citizenship, and a culture in every way more pedagogical and solid, had they never been taught to read, but some useful handicraft, and the habit of utilizing all the methods of oral education within reach, instead. . . . The school has no right to teach how to read, without doing much more than

<sup>1</sup> *How to teach reading, and what to read in school.* By G. STANLEY HALL. Boston, *Heath*, 1886. 12°.