

carried out, is here really no point at all. —Doesn't the last sentence but one of ¶ 323 take rather advanced ground on the subject of the split infinitive? And *is* the relative *that* "the only relative in colloquial use" (¶ 399)?—"The French *c'est moi*" is in ¶ 382 pressed too hard; when will writers on the subject of English "it is me" use the French illustration with due insight into the idiom of both languages?

It is so much easier to pick little flaws here and there than to praise worthily the many details worthy of praise. But a few of these details must not be allowed to pass unmentioned. Chapters XII–XIV. are a marvellously clear and simple summing up of the elements of English phonology; these three chapters would alone establish the book in high favor. Scarcely less commendable is the happily full and exact treatment of Grimm's and Verner's laws. The index contains about 3,000 entries, many of them with several references; this in itself makes the book invaluable. The book is truly a notable achievement, and one is the more impressed with this fact when one reflects that the book is after all only an earnest of what its author will yet do.

Guido H. Stempel

Indiana University

Methods of Education in the United States, by ALICE ZIMMERN. Macmillan & Co., N. Y. \$1.00.

This book is the result of a very short educational pilgrimage undertaken by a clever English teacher under the direction of the Gilchrist trustees. One of the most encouraging symptoms in English education is the increasing tendency to study the school system of the United States. And it is interesting and helpful for us to note how far they look upon us as a bright and shining light, and how far as a warning beacon. Miss Zimmern finds in us both these optical characteristics. She is a dispassionate and usually clear observer, who writes with no other purpose than to tell the truth. Some of the truth she tells is not new to thoughtful teachers here, but it is always helpful to see ourselves as others see us. The interest of the book for us is in this mirror it holds up to nature. In the grammar schools she finds it strange that neither Latin nor modern languages are taught. The penmanship seems very inferior. American boys and girls seem expected to work much harder than English. Coming to the high school she finds that "with an elementary system that teaches no Latin, and, as a rule, no modern language, when children reach the age of fourteen or fifteen with-

out going beyond the limits of United States history, and where, in many places, science has no place at all, the work left for the high school is very great. The demands of the various colleges are conflicting, and even the demands of the same college differ according to the nature of the course to be pursued by the student. When schools are small the difficulty becomes a serious one. Hence there is much discontent expressed in schools with college requirements. To an outsider these difficulties seem vexatious and useless, (to many an insider, too!) Surely an examination like that of Girton and Newnham, with a few elementary compulsory subjects, and a choice of one or two advanced, would be enough to show that the student was fit to enter, and it would rest with the college to see that he did not leave without submitting to such tests as should prove his ripened scholarship. The teacher receives a starvation wage, which may be all she is worth, seeing that she has perhaps never even attended high school, but is certainly not such as to attract good teachers. The average salaries in American schools are low, and here our observer is led into one of her few serious errors, for she says the reason why salaries are low in small towns is because they are high in large cities. Had she known a little more of the way in which the money for school purposes is raised she would not have been guilty of this fault. Of our system of superintendence she has this to say: "It is believed that careful supervision and superintendence may do much towards obtaining good work from a merely average teacher; and as the great majority of the American teachers are untrained, and may have had no teaching beyond that of the high school, and not always that, some such system is absolutely necessary to keep up the standard of work. It appears on the whole to work well and economically, though it is impossible that it should not sometimes be galling for a really capable teacher to have to follow such minute directions as are laid down in many of the courses of study."

Private schools have a chapter very much to their credit. On a point of which the SCHOOL REVIEW has had somewhat to say, there is this contribution: "In America as in England the question is sometimes raised, Ought not the state to take some cognizance of the schools that are not under government control? And the answer has as yet always been in the negative. I am not aware that any such proposal as that in our Teachers' Registration Bills has yet been made; indeed, such

a scheme could not be worked in the States without much alteration in the present system, under which license to teach in one state does not apply to any other ; nor is there a plan on any large scale like that of our local examinations, which enables schools to compare their standards and the public to gain some notion of results. The Regents of the University of the State of New York have done something in this direction, but it applies chiefly to public schools. Harvard has also instituted a sort of "local examination," which is taken by some private schools. Occasionally a State University—for instance, Michigan—undertakes to inspect the school, whose graduates it exempts from entrance examination ; but this, too, applies chiefly to public schools.

A large and valuable part of the book is taken up with a description of the methods of teaching. This brief notice of a really suggestive résumé of ourselves may perhaps best be closed by quoting an artless remark that may well set several of us to thinking : "It is interesting to note that those schools whose curriculum is specially directed towards preparation for college are not those that do the best work in literature. They are to some extent hampered by the entrance examination. Set books for outside examinations must always to some extent cramp the work, besides introducing the necessity of different work for different colleges."

C. H. Thurber

Elementary Composition and Rhetoric. By WILLIAM EDWARD MEAD, Ph. D., Professor of the English Language in Wesleyan University. Boston, New York and Chicago : Leach, Shewell & Sanborn.

The present tendency in text-books of rhetoric is to minimize theory and to add practical exercises in composition. Both of these are found in admirable measure in the excellent book of Professor Mead. It consists of two parts—theory, from page 6 to 192, and practice from page 193 to 277. The part devoted to theory has chapters treating words, sentences, paragraphs, the theme, kinds of composition, composition and revision and style. Figures of speech, which take so large a part of many treatises, are here placed somewhat irregularly under words. But practical suggestions in all these chapters are to be commended for their usefulness, particularly to young writers. Especially worthy of note are the pages in the first chapter relating to changes in English and to borrowed words, and the section treating grammatical concord in the chapter on