



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

even as complete a collection as Cheyney's *Readings*. The sources utilized are mainly chronicles and memoirs, and consequently almost wholly narrative. In fact a short selection from the dooms of Alfred gives the sole approach to anything of a constitutional or technical nature. The selections seem almost elementary as compared with the American collections, and are evidently designed rather for the purpose of awakening a love for the reading of the sources than for the study of historical problems. Typographically the volume is a model of what such a book should be. In marked contrast with the cramped appearance of the leaves of the American sourcebooks are its large-typed, well-spaced, and easily read pages. The usefulness and attractiveness of the work are further enhanced by some thirty well-chosen illustrations. Periods and events not usually stressed in American schools are well represented, e.g., the reign of William Rufus, the border warfare of the Scotch and English, and the French wars of the reign of Henry VIII. This, in addition to its fitness for enlivening supplemental reading, will give the book value to those already possessing copies of the American sourcebooks.

V. L. MINOR

UNIVERSITY HIGH SCHOOL

COMPOSITION

Handbook of Commercial English. By IVA L. LYERS WEBBER. Boston: The Palmer Co. Pp. iii+171.

This book undertakes to outline for commercial students a practical course in composition. It is suggestive and helpful for classes in technical high schools, but hardly suitable for students of college rank. The core of the book is "Correspondence."

Representative Essays in Modern Thought: A Basis for Composition. By H. R. STEEVES and F. H. RISTINE. New York: American Book Co. Pp. iii+533.

The authors belong to the comparatively new school of teachers who believe that *ideas*, not literary models and set exercises, should be the point of departure in teaching composition. The essays they have chosen are suitable for college students in the second semester of Freshman English. The selections, nineteen in all, are made from Arnold, Huxley, James, Mill, Morley, Tyndall, Hobhouse, and others.

Practical English Composition. By CAROLYN M. GERRICK and MARGARET CUNNINGHAM. Boston: D. C. Heath & Co. Pp. iii+428.
\$1.00.

The text is somewhat of an innovation in that it treats description as a form simpler than narration. Using these two forms as the "whole composi-

tion," the authors proceed to the study of the paragraph, the sentence, words, letter-writing; then follow with exposition and argument, figures of speech and poetic form, ending with suggestive chapters on "supplementary reading" and punctuation.

Two Years' Course in English Composition. By CHARLES LANE HANSON.
Boston: Ginn & Co.

An admirable book; proceeding from the study of the larger to the smaller units; based throughout on the inductive method; containing a chapter on grammar suitable for review work; subordinating the forms of discourse. The text contains many suggestive exercises. It says little about oral composition.

The School Paper. By CHARLES B. GLEASON and GEORGE I. LYNN.
New York: Hinds, Noble & Eldredge. Pp. 40. \$0.50.

This pamphlet explains every step in the management of a high-school paper. It is invaluable advice for principals and teachers who contemplate launching a school publication.

Everyday English. By FRANKLIN T. BAKER and ASHLEY H. THORNDIKE.
New York: Macmillan. Pp. v+336.

This book is a valuable text for composition work in secondary schools. Part I is a survey of English grammar, characterized by the omission of needless subtleties. The sentence is properly made the objective point of study. Part II, "Composition," is based upon the principles that language is primarily oral; that constant practice is necessary to skill in language; and that form is less important than ideas. Part II is illustrated, comparatively an innovation in composition books.

EDUCATION

Experimentelle Pädagogik. Von W. A. LAY. (2d ed.) (Aus Natur und Geisteswelt, Vol. ccxxiv.) Teubner, 1912. Pp. vii+137. M. 1.25.

The first edition of this work was published in 1908, one year after Meutmann's large work on the same subject. This book aims to present to the general reader who is not able to read extensively on the subject a view of the most important results of experimental pedagogy and the practical conclusions which are to be drawn from them. The field covered is wide, including, in addition to the theory and methods of experimentation, heredity, the effect of physical and social environment upon mental development and functioning, sex differences, mental development in the child, and the mental processes involved in the subjects of the school curriculum. In spite of the range of subjects which is covered the discussion often goes into a good deal of detail