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methods,—the only methods of any value in teaching a spoken language. The old Method is still used, however, in teaching Latin, chiefly, no doubt, because Latin, being a dead language, does not admit of being taught by the Conversational Method. Now, however important a knowledge of grammar may be to the student who wishes to write and translate Latin correctly, a knowledge of abstract principles is of very little value. Yet abstract grammar is what the student of Latin in our Schools spends his time and energy upon. Of course, he reads Virgil, Cæsar, and other Latin authors, but this is done by means of a key, and gives no difficulty : the most of his time is given to the grammar.

Now, not only is the Latin grammar presented to the student in the form of abstract, and, to some extent, meaningless rules, but these rules are given to him in such a way that, unless he be endowed with a most marvellous memory, he must fail to remember the greater part of them. If we examine any of the text-books in common use, we will at once see this.

The more elementary text-books, of course, contain only those principles of grammar which would be found in the most simple sentences ; but let us look at the more advanced text-book, which, though containing a great deal that is superfluous, contains also those principles which every student must be familiar with, who would read and write Latin with any degree of correctness and ease.

On examining such a book, we find that it is divided into " Lessons " (or " Sections "), each " Lesson " dealing with one or more principles of grammar, and con-