

An eminent authority,\* quoted in our last issue, has recently repeated what is well-known to scholars, that a thorough knowledge of Latin would enable the possessor after three weeks' study, to read with ease any of the Romance languages. May we not then hope that as facilities multiply amongst us, that many of our young ladies in the schools and seminaries, not to speak of undergraduates at the universities, and all who keep up a little post-graduate reading in "Moderns" will add Italian to their French and German, and be charmed no less with "La Villeggiatura" than with "L'Allemagne" and "Stumme Liebe?"

A LATIN GRAMMAR FOR SCHOOLS. by Henry John Roby. London: Macmillan & Co.; Toronto: Willing & Williamson. 1880.

THIS book is in the main an abridgment of the author's famous grammar of the Latin language from Plautus to Suetonius, "some parts being reproduced with slight omissions, some parts being largely reduced and others again being re-written. Abridgment though it is, it is yet a formidable looking book to be put into the hands of ordinary school-boys, crammed as it is with matter, from Book I. on Sounds, through inflexions, word-formation, syntax, supplement to syntax, appendices, to translation of examples in syntax. If this work is suitable to the boys in Eton, Harrow, Rugby, and other English schools, and we make no doubt it is, at least to the upper forms in these schools, then nothing can more clearly shew the great, but we hope lessening, distance between the classical attainments of the English school-boy and his Canadian contemporary.

It is almost needless to state that this work proceeds to a large degree along the

lines laid down in the *Public School Latin Primer*, and that it deals with every topic under discussion, in a strictly scientific manner. A single specimen (p. 88) will suffice.

"DA-R-E-M-US is the first person plural, active voice, imperfect subjunctive, of the stem DA—give. The sound R denotes past time, E the mood of *thought* (instead of *fact*), M the speaker himself, US the action of others with the speaker. Thus DAREMUS analyzed is *give-did-in thought-I-they*. If for -US we have -UR (DAREMUR) the speaker and others are passive instead of active."

Without attempting to do more than to draw the attention of our readers to this excellent hand-book of the Latin tongue, we may indicate as features worthy of special mention, the fulness and completeness of the word-forms even in the matter of Greek words occurring in Latin authors, all developed in strict conformity with philological principles, the almost exuberant richness of the syntax, especially of the subjunctive mood, the chapter "of reported speech, the translation of the examples in syntax, gathered together in an appendix, and forming no less models of rendering into English than an invaluable praxis for Latin composition, and the exceedingly copious and systematic index that greatly enhances the value of the book. We hope to see the day when such a work as this will be a suitable text-book for our High Schools generally. Doubtless it will soon find its way into the hands of the *duces* in our best schools. Meantime we commend the work to the notice of those engaged in teaching Latin, and to the Honor-men at the Universities. In "complete possession" of this text-book, the student need not fear the stiffest Paper on Latin grammar that may be put before him. Unless we are greatly mistaken, it will be the *School Latin Grammar* of the next decade.

\* Professor Goldwin Smith.