

efforts to excel. But the ground of the lesson should be entirely covered, and each theme should be presented in an attractive light by the teacher. If the pupils have done their part well, the next lesson will be a treat to all. The pupils will not have relied alone upon the text-book before them, but will recall all that they have ever read or heard upon the subject, and will consult every available source of information. Each of the above subjects may call out original thought on the part of the pupil, and the facts as he relates them must always be given in his own language. All terror of writing disappears before a subject upon which a pupil has something to say.

7. An exercise which most teachers have tried is that of paraphrasing. The exquisite description of winter in the *Vision of Sir Launfal* affords an attractive theme; so also Drake's *Culprit Fay*, a description from Goldsmith, or from any author whose words convey an exact image of that which is described.

8. After pupils have gained a respectable knowledge of several authors, it is a good exercise to let them bring in brief extracts from these authors—a striking sentence in prose, or a line or stanza of poetry—characteristic of the author, if possible—and recite them in class, letting the class recognize the author, either from memory of the lines quoted or from a knowledge of the general style of the writer. They should also know from what work the lines are extracted, and all that is possible to know about them.

9. An interesting review may be conducted by having the pupils themselves ask the questions. Give for instance, a certain period to be reviewed, and request each pupil to come prepared with, say ten questions upon that period—prepared, also, to answer them. The asking of a question frequently indicates the state of knowledge better than the answering.—*Trimble's Short Course in Literature*.

CONTEMPORARY LITERATURE.

AIDS TO WRITING LATIN PROSE, WITH EXERCISES, by G. G. Bradley, D.D., Dean of Westminster. Edited and arranged by I. L. Papillon, M.A. Rivington's, London, 1884.

IN THE MONTHLY for November, 1883, we reviewed at some length a number of works on Latin prose, published by the well-known house of Messrs. Rivington, London, and drew pointed attention to the superlative merits as an elementary class-book of Mr. Bradley's "Arnold," an essentially new work under an old name. We are glad to find that the high praise we then bestowed upon that book has been amply justified by the test of the school-room, and that to-day it is the book *par excellence* for Latin prose in our High Schools. We are happy to introduce to the notice of teachers a continuation of the same work from the hand of Papillon, that first-rate scholar and able writer of school and college text-books. This book, we learn from the preface, is a selection from

materials prepared by the Dean of Westminster while master of University College, Oxford, for a treatise upon Latin prose composition, and which he placed in the hands of the present editor with full discretion as to their selection and arrangement. The publication of the revised edition of *Arnold's Latin Prose Composition*, has rendered unnecessary any further exposition of the constructions of Latin syntax, and the editor is left free to build upon the foundation laid in the introductory work. The book is then of special use to undergraduates at the Universities and boys in the upper forms of the High Schools and Collegiate Institutes.

There are 174 pages of textual matter and 138 pages of exercises, followed by a grammatical index, an index of words and phrases, and an index to exercises. Without going further into detail, we may sum up by stating that in our opinion it is the most useful and interesting work on Latin prose acces-