

synthetic one. He will be able to recognize the meaning of *constituit*. for instance, when he cannot recall the Latin verb for *determined*. And why should it be so? Largely because he has, in the first instance, associated the two words in his mind in the order first mentioned, namely, from the Latin word to the English word, and the mind reproduces the associated ideas more easily in the same order than in an opposite one. I believe that a little thought on this subject will make it clear that our present system, by which, in violation of the principle of proceeding from the known to the unknown, our presenting the Latin form first, in most cases, to the pupils' eye and mind is quite opposed to the natural method of acquiring a language.

Again, owing to the regularity and uniformity in modes of expression in Latin considerable use can be made of the methods of teaching by induction. Whether the textbook in use is systematically constructed on this principle or not, need make little difference, if once the teacher falls in with the idea, as examples can easily be selected from the lesson, or improvised by himself to suit the necessities of the case. I prefer, on this principle just mentioned, to begin with the English equivalents of the Latin examples, and get the pupils to notice for themselves the word or words (or meaning) common to all of the three or four sentences under consideration. From this it will be an easy matter usually to proceed to find the manner of expressing the same meaning in the Latin. Varieties will, of course, also be noted, and the means of distinguishing between these. By this means the voluntary activities of the scholar are called into play, and experience proves the lasting nature of the impression thereby produced. Care on the part

of the teacher is, however, necessary, that the scholar may not acquire the vicious habit of reasoning to general principles from too narrow premises, and the examples given will need to be constantly supplemented by the assurance on the part of the teacher that they have been carefully chosen to exemplify the general principle. Even then clever scholars will be found making entirely unwarranted inductions on the basis of accidental differences, which they may have discovered in the examples. If the scholar is to construct his grammar in this way, it is evident that frequent reviews on certain phases of the subject, as, for instance, the declensions as a whole, and the tenses of the verb taken together, will be necessary, that he may get, as it were, a perspective view of the whole.

Another point in connection with the teaching of elementary Latin, and one which deserves more attention than it often receives, is the training of the pupil's ear and eye, and, we might say, his mind to duly appreciate the wonderful harmony existing between the different parts of the Latin sentence. True, the principle is seen carried out to its fullest extent only in a minority of Latin sentences, where there is an agreement in the sounds of the endings of the correlated parts, e.g., in *vulnera multa accepta sunt*. But in other cases in which the sounds of the endings of such related words do not agree there is still a recognition of the principle in the conventional variation in form, which appeals to the intellect. A little enthusiasm on this point, judiciously displayed by the teacher, will do much to cultivate in the class admiration for this exemplification of a principle so important in its practical bearings on human life and action.

(To be continued.)