

combination of the essential parts of the treatises of Sanctius, a famous Spanish Grammarian, Scioppius, an equally famed Italian one, and Vossius, the Hollander, of whom we have already heard; but his own "Annotations" on each section are the most attractive part of the book, rich in matter, entertaining and instructive; abounding with references to, and occasional corrections of, the older philologists, Donatus, Priscian, Calepinus, Nonius, Alvarez, etc., and apposite quotations, not only from the ordinary classical writers, but from the Vulgate and the Greek and Latin Fathers. The whole work, consisting of two octavo volumes, exhibits at the top of every alternate page the words "New Method" carried forward from the title of the book, which is "A New Method of learning with facility the Latin Tongue," the novelty being the employment of the vernacular instead of Latin. Lancelot closes his "Advertisement" to the Reader in these words, as given by Nugent, whose English since 1772 has become a little antiquated. "As for what regards the present institutions (*i.e.* the contents of the Port Royal Grammar) I believe there are very few but will agree with me, that a great deal of time might be saved by making use of this New Method: and I flatter myself that young beginners at least will be obliged to me for endeavouring to rescue them from the trouble and anxiety of learning Despanter (whose system we have seen was the same as Lily's), for attempting to dispel the obscurity of the present forms of teaching and for enabling them to gather flowers on a spot hitherto overrun with thorns." Claude Lancelot's life extended from 1613 to 1695. Let us do honour to his memory by recording here afresh the rare character given of him by Nugent: "He was naturally of a mild temper, of remarkable sim-

plicity, sincere in his religion, constant in study, fond of retreat, a contemner of glory, fond of peace, and an enemy to all animosities and disputes."

In justice to Lily and the votaries of his system, a favourable testimony which curiously crops up in Borrow's *Lavengro* should not be omitted. In that singular work, the author, after relating that he was compelled in his childhood to learn Lily's Latin Grammar, remarks:—"If I am asked whether I understood anything of what I got by heart, I reply: Never mind; I understand it all now, and believe that no one ever yet got Lily's Grammar by heart when young who repented of the feat at a mature age." It appears that Borrow's father, an officer in the army, had been induced to insist on the accomplishment of this "feat," by an observation made to him by an old-fashioned Grammar School Master, a clergyman, who for a brief space had been put in charge of George. "Captain," the master had said, "I have a friendship for you, and therefore I wish to give you a piece of advice concerning this son of yours. Listen to me. There is but one good school-book in the world, Lily's Latin Grammar. If you can by any means, fair or foul, induce him to get by heart Lily's Latin Grammar, you may set your heart at rest with respect to him. I myself will be his warrant," he added. "I never yet knew a boy that was induced, by fair means or foul, to learn Lily's Latin Grammar by heart, who did not turn out a man, provided he lived long enough." The year of George Borrow's birth was 1803. What he here tells us of the oracular old gentleman, his quondam instructor, and of himself, illustrates well a fixed idea on the subject of educational method in the minds of very many Englishmen of his period.

The eulogy of Captain Borrow's