

taining a short exercise involving the principles set forth in that "Lesson" *only*.

The Latin Syntax being thus given to the student piece by piece, and apparently with little regard to the order in which the "pieces" are given, (much that is important being reserved till the last), the whole book must be studied by the student before he will find an explanation of many constructions, which in any ordinary piece of Latin he would be apt to meet with; and as a complete grammar of the language is dealt with (the important and unimportant alike), one hundred or more "Lessons" are necessary in order to administer the matter in anything like reasonable doses. The time required, therefore, to get through such a book, to say nothing of the time which must previously have been spent on a more elementary grammar, is necessarily very great. Indeed, it is often only in his final year at College, after the student has done most of his reading, that he is taught the principles which he should have known long before, but which he passed over in his reading, without understanding or even noticing.

But this is not all. If the student, after passing through these books could say that he knew their contents thoroughly, he might have reason to feel satisfied with his work. But how much of what he has learned does he remember? (It is a singular thing that memories are seldom taken into account by teachers). As we have already seen, each "Lesson" contains nothing but new matter, the same principles being seldom noticed a second time. The result is that the student on reaching the third