

the adaptability of a school-book to actual school-room use; but whatever in practice may be found to be the faults of this edition, it has been pretty generally conceded that the use of "The Practical Introduction" had revealed so many errors inherent in its method that a change was absolutely imperative, if scientific handling of the subject was not to be ignored. Arnold seems in the preparation of his work to have proceeded upon the assumption that English differs from Latin only in its phraseology, that Latin Syntax is English Syntax, and that very often a Latin word is an English word. He had no knowledge of the correct analysis of an English sentence, and no thorough grasp of the meaning of several important English idioms. Nor in this is he blameworthy, since it is only in our own day that English has been studied as English and shown to have a grammar and syntax of its own. In the matter of English speech and syntax the new edition is up to the times. In it a boy is not set to translate piebald English into piebald Latin. Moreover, if we are not mistaken, he will be goaded into something very like thought to render the new exercises into good Latin. Dr. Bradley has very cleverly frustrated all attempts at linguistic mimicry. He goes upon the maxim of the veteran teacher that, as a general rule, boys do not know the exact meaning of the words they use, and that for the most part they require close thought in rendering good English into good Latin. The happy rendering of Latin words and phrases into elegant English is not one of the least striking features of the work, and will be of special service to the English master.

It would be an inviting task to go through the chapters in detail, but this is unnecessary. The work will not lack readers, and will soon find its way into the hands of classical masters throughout the country. We fear it is a little too difficult for juniors, and that it will try the mettle of the majority of our boys; but under the new regime at Toronto University, Latin Prose is looking up, and with larger requirements it will re-

ceive more attention. Would that it could be called an easy book to our boys!

2. "Materials and Models for Latin Prose Composition," designed for the use of candidates for Classical Scholarships, Honors and Prizes at Oxford and Cambridge, reached a second edition some years ago. The views of the learned authors are crystallized in the following sentence: "He who wishes to write Latin must above all things, read Latin." Accordingly they have divided composition into six classes: 1, Historical; 2, Characters; 3, Oratorical; 4, Philosophical; 5, Epistolary; 6, Miscellaneous, all with minute subdivisions, and constructed a Table of Reference to Latin authors, so full that the student in writing any well-chosen selection may select from a list a set of typical passages that may put him in complete possession of the form and style of the author he wishes to imitate. The plan and execution of the work are admirable, but it is well to repeat that the bow of Ulysses is not for beardless youth.

After "Bradley's Arnold" might come "The Materials and Models" mentioned above. If the interval be too long and the beard be not grown, good practice may be obtained in "Bennett's First (3) and Second (4) Latin Writer," especially the latter, which contains three hundred continuous exercises of not less than fifteen lines each. Indeed, in the "First Latin Writer" there are among the 270 exercises not a few quite as difficult as the Krilof's Fables, recently set for matriculation at Toronto University. These little books furnish just the proper material for special exercises in our High Schools, and would form good pendants to the new "Arnold."

5. Mr. J. Hamblin Smith's little work is a good drill book on Forms, Constructions, and Differences of Idiom. He has also one hundred exercises of Continuous Prose, chiefly translations from Latin authors. Mr. Smith is certainly astray in advising pupils always to have at hand a Latin-English Dictionary to consult in case of need. A Latin-English Dictionary always in use will most surely destroy facility and accuracy in Latin composition.

6. Mr. Prowde Smith's "Latin Prose Exercises" is a much better book. It contains some valuable hints on teaching Composition, and recognizes the uselessness in trying to teach Latin to those that cannot or will not understand English. Prevention of errors is especially aimed at. The work is an attempt to drill boys in both Latin and English simultaneously, and this reasonable scheme has met with emphatic approval. It is a good book for the young teacher.