

Durham E-Theses

The position of Latin: criticisms and suggestions

F. S. Fothergill

How to cite:

Fothergill, F. S. (1934) The position of Latin: criticisms and suggestions. Doctoral thesis, Durham University.

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a <https://etheses.durham.ac.uk/id/eprint/10327/> is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

second copy

F. S. Fothergill

291 pages

80,000 words approx.

P A R T I.

=====

THE POSITION OF LATIN.

Criticians and
Suggestions.

CONTENTS OF PART I.
=====

Preface.

Introduction.	.....	Page	1.
Chapter I.			
Aim of Latin.	.....	"	7.
Chapter II.			
Actual position of Latin in Darlington Grammar School			
(1) Previous to 1927.	.....	"	22.
(2) 1927 to 1929.	.....	"	26.
(3) Since 1929.	.....	"	29.
Chapter III.			
Local Conditions affecting the Study of Latin.		"	34.
Chapter IV.			
The four-and-five year courses.	.....	"	38.
Chapter V.			
The Present Syllabus in Latin.	.....	"	45.
Chapter VI.			
Suggested Division of Latin Students.		"	62.
Chapter VII.			
Conclusion of Part I.	.....	"	71.
Appendix.			
Latin in the Elementary School.	.....	"	72.

P R E F A C E .

The thesis is a record of the experience of nearly ten years' teaching of the first three years of Latin at Darlington Grammar School. It is supplemented from experience gained in giving private tuition in Latin for the Durham School Leaving and Higher Certificates, the London Matriculation, the Cambridge Previous and also for the Public Schools Entrance and Scholarship Examinations. A certain amount of Sixth Form Latin has also been done as well as Greek up to the Higher Certificate of Durham.

It is a record of opinions formed during this period and contains criticisms as well as suggestions with regard to the position and syllabus of Latin and to the method of teaching it in the Secondary School. These opinions have been influenced by a careful study of all the available authorities on Latin as a means of education and on its place and content in the school. In examining and criticising the various class text-books the difficulty has been to select rather than to search. All references in the thesis are to the bibliography at the end which contains particulars only of books which are quoted or referred to in the thesis.

The thesis is more particularly concerned, in Part II, with the work of the first three, and especially of the first two, years.

February, 1934.

F. S. FOTHERGILL.
Darlington.

I N T R O D U C T I O N .

The famous Report of the Committee of 1919 by its publication showed that there was some doubt of the position of the Classics in Education. Whether there has been any permanent improvement as appears from Mr. Macnaughton's pamphlet (Q) 1929 is very doubtful. The pamphlet was rather ruthlessly criticised in a leading article which appeared in the Times Educational Supplement dated Feb. 28th. 1931. Under the title " Latin as an Honour: Greek as a treat " (quoting Winston Churchill), it asked why and how long the Secondary Schools would persist in imposing on large numbers of pupils a course for which many of them were obviously unsuited. One may add here that the tendency in the Secondary Schools is, nowadays, to select their Latin pupils.

This memorandum showed (Q p.39) that much of the Latin work was mediocre, most of the good work being confined to a few schools. Whatever the truth of this or the moral, the author of the article referred to drew very startling conclusions from it, namely, that much time and energy was being wasted upon unprofitable and aimless teaching and learning of Latin, and he suggested that no Latin teaching was justified unless the pupils were going on with the language after the School Certificate and, preferably, to an Honours Degree. It is impossible to agree to such a course but nevertheless the fact that a leading Educational Paper would give the front page to an article of this type is surely significant.

Macnaughton himself admits (Q p.39) that " much remains to be done to raise the general standard of attainment in the Secondary Schools as a whole to a satisfactory level". At the time of this statement an analysis of returns from 950 schools had shown that approximately 39.5% of the candidates presented for the First Examination reached the credit standard - generally 50% of the marks. It is interesting to note that this year the return from Durham University shows that in the School Leaving Certificate the number of credits in Latin was 58% of the total number offering Latin.

The Report on the Classics (Pp.252-3) itself admits, in dealing with the knowledge of Latin (and Greek) possessed by candidates for the Church of England, that it is not of a high standard although such candidates come largely from the Public Schools at present. And, it adds, these candidates will in future be drawn to a larger extent from the Secondary Schools. The Free Churches, too, found the work of preparation of candidates for the Ministry seriously hampered by their lack of adequate previous study of Latin and Greek.

It is stated in the Report of a Conference (1932) at Oxford that the tutors there were impressed by the decline in knowledge of Latin amongst girls (E2 p.5)

Mr. Macnaughton himself concluded his pamphlet saying there was no room for complacency with regard to the position of Latin. But his report shows his own optimism. He found the position in 1929 encouraging but my opinion is that he was unduly influenced by a favourable comparison of the

position with that existing in the Endowed Grammar School in the period immediately preceding the passing of the Education Act of 1902. As he himself states (Q.p.37), many of these schools, due to financial straits and the restriction of Government aid to Science and Art under the Technical Instruction Acts, were rapidly developing into schools of Science. Greek had practically disappeared and Latin was following suit.

There has obviously been a great change during the last 25 years due, he says, to the activities of the Classical Association in educating public opinion and to the Board's Regulations for Secondary Schools. I fail to see what great help the Classical Association has given in this respect. I doubt whether one per cent of the parents of the boys taking Latin in the Secondary Schools have ever heard of the Association. Speaking at the Conference at Oxford in 1932, Mr. Woodward, Fellow of All Souls College, said that in "order to secure the parent's influence in this direction more might be done by the Classical Association". (E2 p.12). Undoubtedly the Board of Education have helped largely. Even so in 1919 there was a positive necessity for the Report of the Committee which appeared then (P). There was bound to be at least a temporary improvement after the issue of such a report which was an inspiration and encouragement to all interested in the Classics.

Mr. Macnaughton states that the position of Latin has

improved numerically saying (Q.p.13) " the number of pupils taking Latin and Greek in the First and Second Examinations has grown substantially within the last eight years and the increase has kept pace with the growth in the total entries for the Examinations." But note that it has only kept pace.

There is undoubtedly something in what the writer of the Times' Article, already referred to, states. Is Latin as taught in our Secondary Schools at present worth while for the majority of the pupils ? It is not difficult to obtain conclusions which are misleading from an examination of figures alone and it seemed to me that the most satisfactory method of gaining a true knowledge of the position was by a careful analysis of the actual conditions in a typical Secondary School of over 500 boys. (See page 22)

It is astonishing how little the syllabus of Latin has changed in view of the changes in all other subjects even on the arts side. The type of knowledge required for Latin in the Leaving Examination remains the same. Perhaps the principal handicap on Latin, in a sense, is the cause of this - it is merely a subject for those proceeding to the University. The Universities have the right to determine the knowledge to be expected from future undergraduates but this is only a small percentage. As the Latin syllabus is at present constituted it does not sufficiently consider the needs of the many and furthermore, as I hope to show later, no use is made of a great part of the educative value of Latin.

The Headmaster of Eton once said, at an annual meeting of the Headmasters' Conference, that one of the most important things in English Education was to make it possible for every boy of real ability to study the Classics. There is no sound reason why these benefits should be kept for the boy of real ability. Admittedly there are some boys who ought not to do Latin but surely, if Latin has the great value claimed for it, it ought to be available for the great majority. At the same meeting referred to above the Headmaster of Rugby thought that children were considerably handicapped by the opinions of their parents on the value of the two great literatures (Latin and Greek). I was interested to note that he was of the opinion that we should devise a better way of teaching the slow learner. Our method at Darlington Grammar School was to teach him something else. At the same meeting Mr. H.N.P. Sloman had carried a resolution deploring the purely philological study of Latin and advising the humanisation of the teaching of the subject by an attempt to give the boys some appreciation of ancient art. Is this done to any extent ?

It is therefore important to realize that the position of Latin in the Secondary Schools is far from satisfactory. Its position on the curriculum is not firmly established. Its great tradition so far has enabled it to rally adherents but modern conditions have changed and are changing so rapidly that tradition alone will not avail to keep it on the curriculum. We should consider whether Latin has a real claim, and I think this is easily shown, for inclusion. We should also

consider, and I do not think this is at all easy to show, whether its claims are carried out in actual practice.

We should bear in mind, too, that while other subjects assail its superiority as a mental discipline our own literature can supply things as noble and beautiful as the classical literatures although, as Viscount Bryce says, "the ancient poets have the freshness and the fragrance of the springtime of the world". (B.2. p.XV)

CHAPTER I.

Aim of Latin.

"It is difficult" says the Report on the Classics (P p.6), "if not impossible, for any man to state exactly what he owes to his education or to any particular part of it." It then goes on to suggest what may be the advantages of a full Honours course in Classics in a University. It is much more interesting however to note (P p.255) that witnesses, representative of engineering, shipping, scientific industry, commerce and banking were unanimous that a Classical education was of the highest value. It is evident therefore, that, apart from the higher values placed on a Classical training purely as such, yet these higher values do contain a definitely utilitarian value. Whereas, as Viscount Bryce says, there is the risk nowadays that "men may rush to new schemes which seem promising chiefly because they are new". They have a "superficial air of practicality". (D2 p.IX). A knowledge of the Latin language may be valueless to a commercial magnate but this is not to say that the training he has received in Latin was not a considerable help in making him a commercial magnate. While the practical value of Latin, in the narrow sense, is perhaps almost nil we cannot measure its wider value in this respect. The Headmaster of Bradford Grammar School says in his introduction to L.W.P. Lewis's book (F p.XII) that the scaffolding used in the boy's education surely "plays an important part" although it is pulled down when

the building is completed". And again, on page XIII he says, " the value of Latin is not in making a chemist . . but a citizen."

Much as I admire the Headmaster's simile I cannot agree that the scaffolding is to be " pulled down " after the boys education is completed. His education is never completed and the scaffolding, so far as it consists of what he has gained from Latin, must be incorporated into and form part of the main structure of the building. We are not, therefore, to look on Latin learning as the mere ability to conjugate and decline, and to steer clear of syntactical traps.

In a pamphlet issued as a report by the League of Nations Union for 1932 and entitled " Education in World Affairs" it is stated that (D 1 p.11) " It is an accepted purpose of education that it should prepare boys and girls for good citizenship, and the Union is therefore concerned to see that the whole curriculum is to some extent remodelled to shape them for intelligent participation in the co-operative world which is replacing the old anarchic order." With this end in view Panels of experts and teachers were formed to provide unofficially a series of suggestions for training pupils in the spirit of international co-operation. This training is to be done through the ordinary subjects and it is pleasing to note that no especial stress is laid on Modern Languages. Those responsible will surely see the value of a study of what is left of the Classics (since Greek has gone) in such a training as the League of Nations Union proposes.

The need for ensuring a proper training other than specialising is also seen in the experience of the Foreign Office itself even with regard to candidates requiring a Modern Language as part of their essential equipment. From the leading article of the Times Educational Supplement dated, November 11, 1933, the following is quoted -

" the experience of the Foreign Office shows that a great mistake was made when, in 1891, the Civil Service Commissioners were instructed to restrict the entrance examination practically to modern foreign languages. Sir John Tilley in a recent book on the Foreign Office writes :-

Those who were responsible for the change were obviously imbued with the heretical idea that the examination should be confined to " useful subjects" and had no proper conception of the best means of attracting brains.

Lord Lansdowne soon saw the error and raised the minimum age of entry to twenty-two with the idea of attracting university candidates. He maintained that " the result of an examination depending almost entirely on knowledge of foreign languages was to bring in men without proper education."

While, superficially, it may seem that there may be a certain diversion of opinion on the methods to be used in teaching Latin and its position in the curriculum there cannot be any diversion as to the aim of Latin in the Secondary School. At the same time it would seem obvious that the aim should determine the methods used and that therefore the methods should be similar. As Bennett says in the " Teaching of Latin and Greek in the Secondary School", by Bennett & Bristol (A p.7), " the method of teaching must depend largely upon the results that the study is capable of achieving."

If this is so there must be a wide diversion of opinion as to the results capable of being achieved between the champions of the traditional method of teaching Latin and those of the Direct Method. It is also possible, perhaps probable, that the School Leaving Certificate requirements in Latin considerably nullify the aims set forth by the champions of Latin. These requirements do, at least, tend to a very large extent to stereotype the methods used in teaching and to limit experiment.

Compayne^T said somewhere that a training in a subject on a school curriculum should embody the ideas (1) of training or discipline (2) of practical utility (3) of culture. Education, training the mind, should furnish it with the knowledge for practical use and for enjoyment. Does Latin do this? It certainly does not, to any appreciable extent in the Secondary School, furnish knowledge for enjoyment. Our aim must be to improve on this. As I have before mentioned we cannot measure the practical value of Latin as we can, for example, of Arithmetic.

In this connection however I have an interesting note from the A.M.A. of Nov. 1932 (page 264) where Dr. House says, "For thirty years past I have had to teach Sanskrit to such Indian Civil Servants as take it in Cambridge University. I have had pupils from all sorts of triposes; and I find that the Classical men and the Mathematicians are in a class by themselves, the Classical men being in Division I. These have a framework

ready to fit in this new language and a power of grip which comprehends it. The Mathematical men have a little of the framework, having (in past years) all had to learn some Latin and Greek -- they get good results, although less good results (i.e. than the Classical men). But modern language candidates fall far behind."

To the Prussians a hundred years ago (1837) it appeared that the Classics afforded the best means for educating a man fit for the service of the State -- not as a clerk but as a ruler. This is shown in Volume 20 of the Board of Education, Special Reports on Educational Subjects - the Teaching of Classics in Secondary Schools in Germany (¶ p.11)

In the same book (1.88 Appendix B) the following aims are set forth as those for the years 1891 and 1901 -

Gymnasium.

- 1891. To enable boys to understand the more important Latin Classical writers and to give them a linguistic training.
- 1901. On the firm basis of grammatical training to achieve such understanding of the more important Latin classical writers as shall serve as an introduction to the intellectual life and culture of antiquity.

Realgymnasium.

- 1891. To enable boys to understand the easier passages of authors read in the highest class and to give a linguistic training.
- 1901. On the firm basis of grammatical training to obtain an understanding of the easier works of Roman literature.

What then are the aims of Latin in the Secondary School? What does Latin claim to do for the schoolboy? We may state

that Latin claims to

- (a) Train the intellect.
- (b) Be closely connected with English in derivative, grammar and allusion.
- (c) Be a scaffolding for any real Higher Education and for social enjoyment in the true sense.
- (d) Be a basic language for the Romance tongues.

Bennett stresses greatly the value of Latin as a training in English. Indeed, he calls it the first and most important reason for studying Latin (A p.7 et seq.). He goes so far as to say (p.22), "all things considered, I do not hesitate to say that I believe there is a considerable period in the Secondary School Training when Latin translation, if rightly conducted, may wisely be made practically the exclusive instrument of special instruction in English Composition". Many weary English teachers of Fourth Form 'Composition' will heartily agree to this. Unfortunately, it is impossible in many Schools to attempt it. The Latin classes are often arranged in Sets according to ability so that boys in the same Form are not necessarily in the same Latin Set. Again, they do not all do Latin. So that, even if the Latin master taught English or vice-versa, it would be difficult to use Latin translation as English Composition.

To fulfil the aim of Latin from Bennett's point of view the paramount importance must therefore be attached to the teaching of translation into English. Compare this with the Direct Method where little or no translation is wanted ! It is worth while to note here the attitude of the Report (P.p.11)

where it is stated, " we regard the wide extension of a sound knowledge of the Classical languages, or at least of Latin, as of great and almost irreplaceable value as a means of promoting the proper use of the English language both in speech and writing by all classes of the community."

Bennett goes on to quote President Eliot's four essential educational processes and how Latin fulfils them, i.e. Latin teaches :-

- (1) Observation (in translating)
- (2) Recording correctly (mentally in translation)
- (3) Processes of Reasoning.
- (4) Expression of the Results of these three.

Latin has a distinct value in giving the precise meaning of derived words through first hand acquaintance with the language. Not many books for the schools make allowance for training in this - and training is needed as experiment soon shows. It is not of much use to trust the pupils to be able to give the derivation of a word unless they have become accustomed to it. A book which makes allowance for this is " Latin for To-day " by Gray, Jenkins & McEvoy. (R)

It is interesting to notice Bennett's further observations as they affect the aim of Latin. He claims that Latin gives historical and aesthetic training. Apparently the former is to be obtained from Caesar, Sallust, Livy etc., Personally, I think that the aesthetic value in a short four-year course (preparing for an examination) is difficult to discover. Bennett quotes Professor Shorey (A p.36), " scholastic study

of language, through the careful interpretation of selected literary masterpieces, is a totally different thing both from mere gerund-grinding and the acquisition by conversational methods of the courier's polyglot facility." Examining this statement we may note how curtly the Direct Method is dismissed in the last phrase. There is, however, some value in this acquisition of a courier's knowledge as the Report on the Classics points out. (P.p.15). May there not also be a great deal of truth in the implication that much Latin teaching becomes mere gerund-grinding? I am definitely of this opinion myself - but there is much good in gerund-grinding nevertheless providing Latin does not end there for the pupils.

On the other hand S.O. Andrew, who was himself a member of the Committee which drew up the Report on the Classics, says in his book *Præceptor* (E p.14), "the end of learning a language is the intelligent, exact and idiomatic use of it both in speech and writing." He is, of course, a protagonist of the Direct Method. It is impossible to support such a claim for Latin. If Mr. Andrew's opinion is to be agreed to we may as well banish Latin at once from the curriculum and substitute a second Modern language which will give us the same training with much more useful results - especially as his Latin is to be taught on the Direct Method which, considered in the light of Mr. Andrew's statement, can have no further educational value than what he states as his aim, namely - to speak the language. The value of Latin, as the Report on the Classics points out often, is not in learning to speak it.

W.H.S. Jones in his *Teaching of Latin* claims that to

make Latin worth while the following ought to be attained

(B p.18):-

- (1) Power to translate with fair ease moderately difficult Latin.
- (2) Ability to write a fair Latin prose.

With regard to his second desirability many Secondary Schools now do not teach the writing of Latin prose before the Sixth Form since the School Leaving Certificate gives, as an alternative to the continuous prose, a number of short sentences. This is rather to be regretted.

I am afraid that Mr. Jones allows his enthusiasm too much scope when he claims (B.p.17) that there are "Latin poems which can be read after six months study of the language and which yet are models of literary excellence", and when, saying that the Classics are strong where English is weak, he adds, "the beauty of the Classics is simple, statuesque, severe and easily appreciative and understood by the young." I wish I could discover these young people in my class !

J. B. Game in his "High School Latin" (D) claims the service of Latin in making for accuracy and clearness reminding us also of the valuable service Latin has done in the past. His principal claims for Latin are :-

- (1) It gives English Vocabulary (new words and exact meanings).
- (2) It is the foundation of the Romance tongues.
- (3) Teaches appreciation of our debt to Antiquity.
- (4) It inculcates industry and application.
- (5) It develops literary taste and intellectual power.

F.R. Dale in his " On the Teaching of Latin " (C) claims that Latin is a mental gymnastic, develops intelligence, trains the imagination, creates literary appreciation and increases knowledge. It is not taught for its own sake nor for the sake of speaking it.

I am myself at present using in school " Latin for Today" a book based on " The Teaching of Latin" by Mason D. Gray (New York). This book appeared to me to try to carry out definitely the stated aims of Latin in the Secondary School. In his preface to " The Teaching of Latin" (G) Gray states that he felt the need for improvement in teaching method especially, " upon scientific analysis of the educational possibilities -, the extent to which such values were actually being realized in the classroom." In the introduction the teachers are blamed for

- (1) Synthetical and grammatical approach to Latin.
- (2) Character of the reading texts.
- (3) Pursuit of mythological and historical allusions.
- (4) Attention to language irregularities.

He says that when Latin loses its place the teachers defend it as " cultural and disciplinary" but it is easy to show that culture can be obtained by reading translations and recent researches show that Latin is no better than Mathematics for discipline. For this reason Gray " bases his entire pedagogical program on definitely posited aims."

The importance of Latin for its own sake was insisted on in America by a committee in a report completed in 1921 (G p.5)

The aims set out by Gray are very interesting (G p.32).

They are :-

- A. Immediate.
- (1) Primary. The progressive development of power to read and comprehend Latin.
 - (2) Secondary. The progressive mastery of vocabulary, inflection and syntax.
- B. Ultimate.
- (1) Increased understanding of elements in English which are related to Latin.
 - (2) Increased ability to read, speak and write English and increasing efficiency in the use of the Mother tongue as an instrument of thinking.
 - (3) Increased ability to learn other foreign languages.
 - (4) Development of correct mental habits
 - (5) Development of an historical and cultural background.
 - (6) Development of literary appreciation (last two years).
 - (7) Acquiring of elementary knowledge of the simpler general principles of language structure.
 - (8) Improvement of the quality of the pupil's written English (last year).

There is no doubt that Gray sets out his aims definitely and in detail and if the above imposing list of aims can be nearly secured the last word has been said in justification of the inclusion of Latin in the curriculum for all pupils. He even goes further (G p.33) and states the general objectives of Secondary Education (as set up by a Commission on Reorganisation of Secondary Education in 1918) so as to have them near for comparison with the objectives of Latin. These general aims were :-

1. Health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocation.
5. Citizenship.
6. Worthy use of leisure.
7. Ethical character.

Compare these seven American requisites with the following extract from the Report on the Classics in Education (P.p.283 Appendix A (1)). " The first object in education is the training of human beings in mind and character as citizens of a free country and any technical preparation of boys and girls for a particular profession, occupation or work must be consistent with this principle."

No finer background for this first object could be found than the literature of Rome. And we see that the Report (P.p 170) recommends that in pursuing our aim we should " push on to this literature as quickly as possible", and that even at an early stage a Reader consisting of simply-told Roman stories should be used. Gray urges this also. The Report again (P.p.139) states that " the object of Classical teaching has always been that the pupils should learn to understand and use the Classical languages, to appreciate the literature and to study the history with intelligence."

Yet, in discussing the claim for Latin in the Secondary School we must be careful not to claim for it advantages that can only come from an Honours Classical course. It must be borne in mind that the vast majority of the pupils end their Latin studies at the age of about 16 - after the First Examination. There is little advanced work done in the new Secondary

Schools in Classics.

We are mostly concerned with the boy who ends his Latin at this First or School Certificate Examination. Dealing with them the Report on the Classics (P.p.10) says that " a knowledge of Latin gained mainly by drill in grammar and syntax and constant practice in elementary composition but divorced from all real study of literature, and history for them leads nowhere." Since the aim of this chapter is to find a method of teaching and a syllabus of Latin which will best fulfil the object of Latin teaching the chief authority must be the Report on the Classics. No apology is therefore necessary for quoting at length the opinions expressed therein. On page 139 it states, as already quoted, that the object must be to learn the language so as to appreciate the literature. It may be stated by some that the first necessity, then, is to learn the language by the shortest possible method in order that the pupil may be enabled to derive the further advantages as soon as possible. Does this mean that the Schoolcourse up to the First Examination should only be concerned with learning the language ? Assuredly not; and yet this is very nearly what happens and in spite of it few of the pupils, having passed the Examination, have any real appreciation of Latin literature. For this I blame very largely the type of Examination set, and the shortness of the Latin course discussed later (p)

It is obvious that while the language must be learned as soon as possible full advantage must be taken to drive all the other benefits claimed for Latin at the same time. May

it not be that the failure to obtain these accounts for the labelling of Latin as dull and difficult ?

The point of this lies in the fact that the boys who go on to a University do fulfil the object of Latin. They learn their Latin at school and then go on to " appreciate the literature and study the history with intelligence." But what of the others who do not go on to further Latin study ? It is here that Gray has his complaint. Therefore we see that it is necessary to obtain the full benefits of Latin for the great majority of the boys in the Secondary Schools. Do we not fail here ? Is not this the cause of so many attacks on Latin in the Secondary Schools? The aim of Latin to train the intellect is, I think, generally attained but the results of this cannot be definitely shown. Here, I think, Latin achieves its purpose no matter what text books are used and in spite of any Examination (in fact the School Certificate tests this to some extent) except when the Direct Method is used exclusively. There is no better method of teaching a boy to set out his facts and combine them together than the training given in Latin. This ability is the true test of comprehension. Mathematics alone approaches Latin in this respect.

After all it is not easy to show, for example, just where a boy's Latin will help his French. A correspondent in the A.M.A. of Sept. 1932 (p.209) asked what help a boy got towards his knowledge of the word 'tête' by remembering that the Romans called a pot testa ? Such are the arguments

adduced by the antagonists of Latin. He might have quoted more obvious examples but the point is that Latin does not claim to teach French in this way. This is not "forming a basis for the Romance tongues". But nevertheless let us remember the remark of Vivet, a master of the French language, - "le latin, c'est la raison du français". And see what Faguet in the 'Revue de deux Mondes' (1910) says, referring to the gradual elimination of Classics from the French Secondary Schools. "It is more than a crisis - French will no longer be generally written -- a language vague, floating, amorphous, confused. No one will grasp adequately what it conveys but it will serve as a vehicle of communication, rudimentary, hardly civilized. The decadence is due to the abandonment of Latin, to the encyclopaedic programmes of Secondary Education, to premature specialisation." (Quoted by Corcoran K. p.148)

In order, therefore, to gain further opinions on the question of whether the aims claimed for Latin are secured it is useful to consider in detail the position of Latin in a typical Secondary School. For this purpose I have chosen my own school - Darlington Grammar School - and I have good reason to believe that it is typical of many schools at least in the North of England. I have taught Latin at the school for the past nine years.

CHAPTER II.

ACTUAL POSITION OF LATIN IN DARLINGTON GRAMMAR SCHOOL.

I. PREVIOUS TO THE YEAR 1927.

We have to deal with two initial groups of boys - one composed of those coming in from an elementary school and one composed of those who have come up from the Preparatory via the 1st. and 2nd. Forms and who were already in the school.

Boys entering the school at the age of eleven were divided into two Forms according to their known ability as shown on the Scholarship List and in the Entrance Examination. The best boys were put into Upper Shell and the others into Lower Shell; so that these two Forms were composed entirely of ex-elementary school boys.

They did no Latin in the first term but began French. There was generally a slight reshuffling between the two Shells at the beginning of the second term based on the results of their first term examination and again the object was to get the best boys into Upper Shell with special reference to their (presumed) ability in languages. This was judged on their French in border-line cases.

The numbers in these two Forms were generally not less than 30 in Upper and 20 in Lower Shell.

At the beginning of the second term Upper Shell began Latin but Lower Shell did no Latin, being considered unfit for it. From the Classical point of view Lower Shell is quickly

dismissed. It sometimes happened that at the end of the school year one or two Lower Shell boys might be transferred to the parallel Forms of Upper Shell and Lower Third (see next paragraph) instead of being moved up a Form. If this happened they did their first year over again (in better company) and had the opportunity of doing Latin. Apart from this possibility the Lower Shell boys had no further chance to do Latin so that straightway nearly 40% of the boys entering from elementary schools were debarred from the subject.

The Lower Third Form was a parallel Form to the Shells containing about 30 boys, supplied through Forms I and II from the Preparatory. In ability Lower III on the average was between Upper and Lower Shell. They differed from Upper Shell in that they had already done one year of French in the Second Form. Moreover they began Latin a term before the Shell Form.

At the end of the school year the boys from the Shells and Lower Third were normally promoted to Upper Third which had three divisions - A, B and C, and in this Form we had the elementary and non-elementary schoolboys mixing for the first time.

It was found that although Upper Shell boys had done one term less Latin than Lower III yet they were on the whole much better when the two Forms were mixed in the Upper Third. This was due partly to the fact that they (the Shell) were all either scholarship or selected boys, but, in my opinion, also to the fact that these Shell boys had a far sounder grounding in English grammar given them in their first year at the School.

The non-Latin boys coming up from Lower Shell to Upper Third were put to German: so that German drew its beginners from a poor class. It should be stated that, where parents asked, boys in Upper Shell could begin German instead of Latin. Very few used to do this.

The ultimate fate of the Lower Shell is of interest. We have seen that a few (perhaps three at the most), through being transferred to Upper Shell or Lower Third after their first year, began Latin, and that the remainder were put to German in their second year. Of these, a few did German all through their course and others were relegated later to a "Set" which did special French or English. The majority dropped German before the School Certificate Form (B division)

The two Latin Forms continued through the school course and were divided after the first year into A and B sets according to their ability. On the way, many were ejected from the Latin Sets owing to inability and these were put into Sets doing special French or English.

Arriving at the Certificate year all those doing Latin were put into Upper V A and those not doing Latin into Upper V B. The latter devoted the time thus gained to extra periods of History, Geography and Chemistry.

Here we see that Latin was the test for the 'A' School Certificate Form. Curiously enough it worked fairly well. I do not know of the case of a boy, whose all-round proficiency qualified him for the 'A' Form, being rejected through lack of Latin from going to that Form. On the other hand, I had

several boys through my hands finishing on the B side who would certainly have passed in Certificate Latin and some who would have reached Credit standard had they been in the A division.

These were boys who were on the B side through their general work which was not good enough for the A Form. Consequently they went into Upper V B in their Certificate year and dropped Latin.

It certainly does seem a pity that Latin alone should suffer in this respect. It seems to be tacitly understood now that Latin is for bright (or A) boys only. The real complaint here is not that these boys have had to drop Latin but that they have gained little from their course which is of real value.

It seems that Latin will not be in a really sound position until this is remedied in such a way that few, if any, are debarred from the completion of their study of it or the course is altered to make it worth while.

Under all these conditions it was found that out of about 50 taking the School Certificate less than 30 offered Latin.

To sum up -

1. The Latin Course was of five years duration.
2. About 60 out of 80 boys started Latin.
3. Between 25 and 30 eventually did Latin in the School Certificate Examination.
4. Rejected boys were provided for by German, and later, by special French and English (and in some cases, Mathematical) Sets.
5. In the Certificate Year only the 'A' Form did Latin.

(2) 1927 to 1929.

As the result of an inspectors' visit the five years course was cut down to four years which meant that Latin began in the Upper Third instead of Upper Shell and Lower Third. Those from Upper Shell had done one year of French and those from the Lower III two years.

At the time when this change occurred there arose two circumstances which greatly affected Latin in the school. First, German was put more directly before the parents as an alternative for Latin (and it appears that German is becoming much more popular as a second language along with French). Secondly, a Botany master was added to the Staff of the School so that those boys who were poor in Latin (at any stage) might be transferred to Botany and, further, the parents might choose Botany in preference to either Latin or German.

All the way up the school there were suitable Botany sets for Latin 'rejections'. These Botany sets for the poor Latin boys are now done away with but we had them for two years with dire results to Latin.

Many boys with a distaste for Latin quite intentionally slacked to be put out into Botany. It was not easy to charge the boys with this sort of 'conspiracy' but one felt that it was there nevertheless and, in addition, many boys persuaded their parents to choose Botany as an easier subject.

To remedy this state of affairs the experiment was tried of sending the non-Latin boys of the first year into a special

set which did leatherwork. These boys were about twelve years old and it seems to be very early to decide that some Classical education will not be of use to them. Some of them had no opportunity of trying Latin, being judged unfit from their general ability.

It is almost certain that few of this set would ever have been fit to take Latin in the School Certificate with the time at their disposal and with the School Leaving Examination in its present form. This, however, is only another argument in favour of the duplicated Latin Course which I suggest elsewhere (page 62)

Meanwhile, although Botany as an alternative no longer existed in the first Latin year, it did after that year. There was a likelihood that boys might be given a choice later between Physics and Botany. It is obvious that Botany could not always be a subject for Latin rejections. If it attracts the 'A' type of boy (who is practically always 'A' in Latin) these boys must either have it as an extra subject (for which there is no time) or take it in place of some 'Science' subject.

To resume, we have now seen that several circumstances had been working against Latin, viz:

1. Reduction to four year course.
2. German becoming a more popular choice.
3. Definite choice of Botany as alternative.
4. Botany as easy avenue of escape from Latin.

Here it is interesting to compare the numbers in the school

doing Latin or an alternative just before the school Certificate Examination of 1929 :

Latin. Year.	Form.	No. of Boys.	No.doing Latin.	No.doing German.	No.doing Botany.	No.doing other Subjects.
1.	Upper III C.	27	12	8	5	2 Maths.
	Upper III B.	33	15	2	15	1 Maths.
	Upper III A.	35	23	9	3	--
2.	IV B.	27	11	4	10	2 French.
	IV A.	34	26	5	1	2 French.
3.	Lower V B	28	11	0	9	8 French.
	Lower V A	27	21	2	1	3 French.
4.	Upper VB	21	0	0	3	18 Various)
	Upper V A.	21	19	2	0	
Totals:		253	138	32	47	36

Interesting information can be gained from a study of this table. It was shown (page 25) that in the previous year 60 out of 80 boys (75%) in their first year did Latin. From the table it is seen that in the first year (Upper III A, B and C) only 50 out of 95 were doing the language. This is a drop from 80% to about 52%.

One can also see how the duller boys in the 'B' Forms did Botany instead of Latin or German. In Upper III A the number doing Botany was only 3 against 15 in Upper III B.

Now, Upper III C was not intended to be a Form of boys of inferior ability to those in III B. It was a specially chosen Form of the younger boys of that year. We therefore expect what we find - that only five did Botany.

It is further interesting to note the number of 'A' and 'C' boys choosing German. Compare this number of 17 with the total number of those taking German in the Certificate Form (Upper V A and B) - 3, and all 'B' boys ! This is very promising for the Modern Language Department but not very cheerful for the Classical enthusiast.

Glancing at the third year group - Lower V A and B, - we find that 11 boys in the 'B' Form are doing Latin. Practically all these will drop Latin in their next (Certificate) year irrespective of their ability in the language. The only boys in Lower V B who will do Latin in their next year are those promoted to Upper V A and their promotion to that Form is more than likely to be hindered by their lack of ability in all subjects as compared with the boys in the 'A' Form.

In the actual 'Certificate' Forms of Upper V A and B, out of a total of 42, only 19 offer Latin, that is, less than 50% and it must be remembered that these boys did not suffer from the rivalry of German and Botany as the beginners in the table did.

It is plain that the numbers doing Latin were decreasing and some of the causes are evident.

(3) From 1929 onwards.

From the scholastic year 1929-30 the Latin scheme began to take a more permanent shape so far as the rejected were concerned. German and Botany ceased to be available for those considered unfit. Botany became a permanent subject

in the curriculum for certain forms and in the School Certificate year boys had to choose between Botany and Physics. German had to be chosen in the boy's second year instead of Latin if his parents so desired. If no choice was made the boy was put to Latin. Those considered unfit did special English and, higher up the school, special French or Mathematics. Finally all those special sets were done away with when a master was appointed to the Staff in 1932 who was able to teach Commercial subjects.

The final position has now been stabilized as follows :- in their second year when the second language had to be begun, the boys commence Latin unless their parents ask for German. Any boys considered unfit for a second language are put into a Commercial Set and do book-keeping, shorthand etc., These three sets will eventually run parallel right through the school.

On the surface, this seems to be a very satisfactory scheme, but I cannot convince myself that all these boys in the Commercial Sets are unfit to derive any benefit from Latin. To me it seems too early at the age of twelve to debar them from Latin. Most of them, no doubt, would never be able to reach Credit or even pass standard in the First Examination, but I think it is regrettable that they should do no Latin at all. I suggest methods of dealing with them later (page 62)

Some support may indeed be forthcoming for the plea that these boys, unfit for Latin, are, in the case of the majority,

weak in all other subjects and their needs would be amply supplied in a Central School. Let us leave the Central School to cover this type of education and to cater for such boys. The curriculum of the Secondary School should not be interfered with. Mr. A. Abbott, formerly Chief Inspector of Technical Schools has published a book (.) " Education for Industry and Commerce in England", which contains some important statements with regard to the Secondary curriculum. His opinion is that the Secondary School must remain at all costs a place of general education which is the only firm foundation for any stable specialised or commercial education. Lord Eustace Percy points out in the Introduction that industrialists, even more so than educationists, are unanimous that the Secondary curriculum should remain entirely unaffected by Commerce and Industry. The Report (P p.17) on this point says " . . . it is remarkable that some of our scientific witnesses were more emphatic on the value of a preliminary training in the Classics for the student of science than were other witnesses on their value for English and Modern Languages." It matters far less what a child learns than that it should have its mind developed and there does not seem any evidence that this is effectively done by "commercial subjects" either in the wider or in the narrower sense.

The Parliamentary Secretary to the Board of Education
 (Mr. ~~Ransbottom~~ ^{Ransbottom}) replying to an accusation from Sir Arthur Keith that mediocrity was rampant stressed the point that

it is the business of the School to make men and women and not make perfect automata for the business of life: (See the Times Educational Supplement Nov. 25th. 1933, page 393).

Writing in the "Cambridge Essays on Education" J.D. McClure, dealing with the preparation for practical life, quotes an example given by Professor Leacock of " a great and famous Canadian public school where practical banking was taught so resolutely that they had wire gratings and little wickets and all manner of real-looking things. It all came to an end. And now in Canada they are beginning to find that the great thing is to give a schoolboy a mind that will do anything." When the time comes, "you will train your banker in a bank." (D 2 p.205).

On the Cambridge University Appointments Board so sound an authority as Sir Robert Waley-Cohen, with the experience of the great oil companies behind him, has always used his influence in the direction of leaving the curriculum alone. " Business " involves expediency - the taking of short steps - and education's concern is to make people take the longest and broadest views possible. On the other hand Lord Percy points out that our educational system cannot leave children to make the transition from school life to working life without guidance. This, of course, is obvious but it should be done without drastic interference with the Second School curriculum.

The broad view then should be supported that Latin should be compulsory, except for those taking a Modern language in its place, for all boys in the Secondary School in view of

its great and acknowledged value as an educational subject.

Even to allow a second modern language in place of Latin (a practice which is increasing) is not sound policy for "even if modern languages are taught because they will be useful in later life, while Latin and Greek are omitted because they have no practical use, although their educational value may be greater, you will be bartering away the boys' rightful heritage of knowledge for a mess of pottage" (from a speech to the Incorporated Association of Headmasters by Mr. W.L. Hichens, Chairman of Cammell, Laird & Co. D.2. p.208).

There occurs to me here a statement attributed to Dean Bagley of the University of Illinois (D p.30) that "most of those who advocate early vocational differentiation are not thinking of their own children." I do not myself agree that even the learning of a second foreign language is justified at the cost of not learning Latin. Where a choice is made here it is rarely that of the boy himself - it is the choice of the parents or their advisers. A study of the local conditions therefore as they affect Latin gives further information.

CHAPTER III.LOCAL CONDITIONS AFFECTING THE STUDY OF LATIN.

There are very few occupations to which the boys proceed when require Latin. This, of course, is no argument against the subject although it is frequently used as such. It is an argument which might be urged against nearly all the subjects in the curriculum if the matter is carefully considered. Latin, however, is in a peculiar position by the mere fact that it is a 'dead' language and this fact has some weight with parents.

The careers open to the boys as a whole are what we might expect in such a town. There is a keenness in many to become bank clerks and here a fair number find occupation. Many also secure posts as clerks in the local administrative offices such as the Town Clerk's or the Borough Accountant's Offices, while others get into local firms like Pease and Partners. Many are in the happy position of being able to go into their fathers' businesses, i.e. shops.

A few of the 'better class' boys who began in the Preparatory (now abolished) or Form I leave for a Public School at the Lower III or Upper III stage. It may be pointed out that such boys do not reach the standard of Latin required for the Public Schools Entrance Examination in the ordinary curriculum. These boys are still further handicapped by the cutting of the Latin Course to four years. They have to obtain private tuition to bring them on. Among other Public

Schools we have boys at Haileybury, Oundle, Durham, Malvern and Sedbergh.

There are always some boys who go on to the Universities to study for the professions - medicine, law and teaching.

Finally, there must always be a large number, especially at the present time, who just take what they can get in the way of employment.

The home influences are good. A large number of the boys are sons of professional and business men (including shopkeepers). Many of the boys however are the sons of men employed in some capacity on the ' railway '. This is natural in a town like Darlington.

As the largest proportion of the boys in the school are sons of railway workers, of other skilled workers and of shopkeepers, the enthusiasm for Latin for its own sake is naturally not very great among the parents. For we must remember that the time has not yet come when the majority of parents of this class has had a Secondary Education. They are therefore inclined to look to the utility value of a subject when they have the choice. There is the tendency to consider the value of German as a commercial asset.

Moreover, Latin is always considered one of the hardest, if not the hardest of the - subjects in the curriculum, and wise parents nowadays keep a careful eye on the School Certificate. What is the use of studying a subject which (at present) is not interesting of itself to the boys, is

of no practical utility, and in which it is difficult to reach Credit standard in the Examination ?

If Latin continues to labour under handicaps like this and those enumerated elsewhere, the logical conclusion seems to be that we shall presently be left with a mere handful taking it - those who must take it in a professional Preliminary such, as for medicine, and those intending to go on to an Arts Course at a University. It is a fact that doctors and chemists require very little Latin really and we may find soon that they are exempted from it in their preliminary examinations.

In the schools themselves there is undoubted antagonism among many Science masters and even men of Classical education prove themselves often very lukewarm in their support of Latin by acquiescing in four - and even three - year courses.

Latin also suffers from the fact that it is supposed to be an easy subject to teach in the first year. As a result, in many schools any master - Arts or otherwise - may be (and is) put on to teach first year Latin. Such teachers confess that they have no interest in Latin. They do their best, but without interest there can be no enthusiasm, the lack of which in Latin makes for sheer grammar and grind - and woe to the scholars. The prime necessity in a Latin master is enthusiasm for his subject.

This evil of the non-Latin master teaching Latin is more real than apparent.

It has seemed to me that, speaking broadly, success in

Latin in the first year depends so very largely on the teacher. This is the year which will decide whether Latin will be either tolerated (we are speaking of the average schoolboy) or disliked for the rest of the Course. In the hands of a good teacher it may even become popular. I have myself the greatest interest in the First Year Latin class and, although it took me seven or eight years to secure it, I believe that at least no other subject is more popular than Latin in this year.

CHAPTER IV.

THE FOUR YEAR COURSE.

The criticisms brought forward in this chapter really form an indictment of the four-year course. In the first place, as a teacher of French, my experience there has shown me that four years is ample to reach the standard required for the School Leaving Certificate and that therefore there is no special reason, inherent in the French course itself, why the course should be of five years. It is generally begun one year before Latin - in the first year of the Secondary School Course - Latin commencing in the second year. If the two languages cannot be commenced together - and I hardly think it is advisable - it seems perfectly clear to me that Latin should come first. We say it is a basic tongue for the Romance Languages, that it helps English and that it is an ideal mental discipline. These three claims seem to make it perfectly obvious that it should be the first new language to be learnt. As W.H.S. Jones says (B.p.18) "The elements of general grammar are best learned, indeed, in the mother-tongue, but they are driven home and made a part of the mental life by being applied to an inflected language." Professor C. de Garmo in his "Principles of Secondary Education" quotes from an American Committee's report "whether Latin or a Modern Language should come first in a well-ordered course of study is a question upon which teachers differ -- it is just as well

not to dogmatize." (A.2. Vol.I. p.205). For, since the discipline of Latin makes the following language easier the converse will be true. But is there another (modern) language containing the discipline of Latin ?

(I find some support for the plea to begin Latin first from the Report of the Mistresses' Conference at Oxford of 1932. Miss Jamieson, Vice-Principal of Lady Margaret Hall, wondered whether the decline in the girls' knowledge of Latin referred to was due to the late beginning of Latin (E 2.p.11). Later, the question was asked if Latin actually did precede French at any school represented. The Headmistress of the Alnwick Duchess School was in favour of it and quoted a colleague who, having tried it, said it was the only way to teach languages. (E 2 p.18) Later again, one teacher suggested that to start Latin first might be a remedy for the fact stated - that the Examination Unseens were badly spoilt by mistakes in elementary syntax).

At Darlington Grammar School the boys coming in at eleven plus are, as a rule, put into one or other of the Shell Forms. During their first year it has always been customary to give a thorough course of English Grammar. It is notorious in the school that the Shells know more Grammar than the Fourth Forms. But what happens is that the English Grammar slackens in pace considerably after the first year and the boys forget it. They have little opportunity in their first year of using it outside the English class. Very little, if any, knowledge of Cases or Clauses or even Tenses is required in the first year

of French. On the other hand, if they did Latin in the first year they could immediately apply their knowledge. Experience soon shows that, even where boys do German instead of Latin, in the higher and middle Forms English Grammar is far better known by the Latin boys. The conviction becomes stronger in me every year that we are not using the advantages which Latin is definitely stated to give. I am therefore strongly in favour of Latin as the first language not only on the above grounds, but also because I believe that many of the further advantages of Latin are missed in the three- and four-year courses.

I have recently been taking students at the Technical College for London Matriculation English where English Grammar is required. The ability of the class is very even. Some of the students have done Latin (very few, however) and the others have not. The teaching of analysis and grammar to the former is a simple matter, but to the latter it entails a hard slogging away. One group has had Latin to build its English Grammar on, the other has not. I am reminded here of a comparison once made. It was stated that to teach English grammar from English was like teaching architecture from a pile of ruins whereas by using Latin one had at hand a Gothic pile. I believe it.

As had already been stated, Darlington dropped the five-year in favour of the four-year course. It is worth while considering whether this reduction has been justified. We have now two sets of boys presented for the School Certificate

who had done the shorter course. In actual Examination results there has been practically no difference. Two Sets are, of course, hardly sufficient to form any reliable opinion on. It has happened, actually, that the last two years have been good from the point of view of the Certificate results. However, it appears to be safe to say that no great difference is likely to be seen in the actual results.

One reason for this is that we have had to speed up and the fact that we have been able to do so shows one or both of two things. First, the pace before must have been too slow or, secondly, something has been cut out. As far as this school is concerned a certain amount of Roman History has been dropped, but mainly the result has been achieved by speeding up and omitting what seemed inessential.

On the other hand there is a greater tendency to select the boys for the 'A' sets with more care and to reject to the 'B' sets all those who cannot keep up - and the 'B' Sets have no guarantee of taking Latin in the School Certificate. And again, I have found personally that the shorter course makes the Second Year (for several reasons the hardest in the course) worse than ever. I have found that, using simplified Caesar, the first term (and often the second and third with a "B" set) is taken up largely in struggling along through the translation. It must be observed, too, that this is the year when the syntax becomes much more difficult for the boys. They are in the Fourth Form, have forgotten

most of their English Grammar and here they have to grapple with complex sentences to be put into Latin. The use of a simpler text even than Simplified Caesar throws too big a burden on the third year.

If we consider " Latin an Honour: Greek a treat " there is no cause for complaint. But, although Greek may be a treat, Latin is not an Honour but a necessity for any boy who wishes later to consider himself really educated. Education must cater for all alike. The four-year course does not suit all boys. We are dealing with the average boy. If Latin is going to be for the brighter boys only then there is grave danger that it will suffer the fate of Greek.

The four-year Course, then, is suitable for certain boys preparing for the present type of First Examination - it gets them through the Examination, but it cuts out much that is not only useful but necessary if the advantages of Latin are to be fully realised. This is especially so in Latin reading.

Writing in the " Cambridge Essays in Education " Dean Inge, A.C. Benson and W. Bateson all stress the point that little appreciation of any literature can be secured through a scanty acquaintance with it.

Furthermore, the short course leaves no room for experiment in making the course interesting, cultural, and in adding useful extras here and there. The only boy that it is likely to be of use to is the boy who goes on with Latin at the University.

My first notes for this thesis were made long before the four-year course was introduced and I had then a strong criticism to make of the five-year course in that much time was wasted and that far too little was done in the way of translation and reading of Latin Authors.

Hence, I would have suggested as a remedy the speeding up of the course in the earlier stages in order to do more Latin reading. As an example of what could be done in reading I quote the five-year course I did myself as a scholar at a Newcastle Grammar School.

First year.	...	nil, short sentences.
Second "	...	Fabulae Faciles (Ritchie)
Third "	...	Caesar (not simplified)
Fourth "	...	Vergil and Sallust.
Fifth "	...	Vergil and Cicero; Livy Unseens.

This could be improved by substituting Ovid for Vergil in the fourth year. Many variations suggest themselves. An ideal list seems to be :

Third Year.	...	Caesar and Ovid.
Fourth "	...	Vergil and Cicero.
Fifth "	...	Livy and Vergil, -

thus having a fairly good acquaintance with five Latin authors.

As far as I can discover, nothing like this number of authors is done now in the Secondary Schools. Very often they never do any Cicero. I would like to have Vergil compulsory. In some Schools they simple concentrate on the authors

eventually to be set in the Leaving Examination, which is domination with a vengeance !

There are many who consider the use of simplified texts is a sorry compromise. While I do not see any great objection to Simplified Caesar, yet in the five-year course simplified texts can be avoided by the use in the second year (and even towards the end of the first) of such a book as F. Ritchie's 'Fabulae Faciles')

This book (E 3) is probably out of date (I have not used it myself for some years) but there are many other similar books. Ritchie's book has been justly criticised as sacrificing the Latin element for the Greek.

It is a prominent feature of the Report of 1919 that there should be much more oral work in Latin. Now, oral work is comparatively slow if the class as a whole are to benefit yet it is invaluable and should be much more extensively used than it is. It is the best possible method of giving the boys confidence. Unfortunately very little time is obtainable in the four-year course as compared with the longer course.

The Report says in the recommendations (P p.276) "the traditional" method - - should everywhere be strengthened, especially in the lower forms, by the use of oral methods."

CHAPTER V.PRESENT SYLLABUS IN LATIN.

Before going on to suggest a course in Latin in which all boys could participate it is opportune to put forward a criticism of the present syllabus leading up to the School Leaving Examination.

It should be noted that the primary object of the examination is to test the ability of the pupil to proceed to a University but that more and more employers are demanding that applicants for posts should have passed this examination. In view of the latter fact it seems obvious that boys who find the language difficult will 'drop' it and give more time to other subjects.

Latin is not a very popular subject and I think that some fault lies in the school syllabus. Let us consider it from the point of view of the boys who do not go on to the University; i.e. the vast majority. I have no doubt that the School Leaving Examination is suitable for the purpose of the University but this Examination affects all the teaching. As Dean Inge says (D 2 p.24) "over all the teaching hangs the menace of the impending examination."

Are we not concentrating too much on sheer grammar and limited translation to the exclusion of any real knowledge of who the Romans were and what they did? Does the Secondary schoolboy get any cultural value from the present Latin course?

It is certain that he spends nearly all his time in Latin in grammar, syntax, and struggling through his translation. To most boys this is sheer grind without the redeeming feature of any end in view.

Many educationalists consider that much is learnt of Roman History and culture from the actual texts done. I think this is often exaggerated. The boy does not learn much himself in this way as it is nearly all specially pointed out to him by the master. He is so occupied in working out the translation that very often the actual story escapes him. Curiously enough, a new master just appointed, who takes some Latin, mentioned this very point to me as his own experience. It is definitely my own experience.

I asked a boy who was fairly good in Latin in the Form previous to the School Certificate Form what he liked best in Latin. He replied, "The Roman History lesson." This was a weekly period of half an hour - and it was really outside the syllabus.

The following scheme shows the amount of Roman History learnt in the school -

- | | | |
|------------|-----|--|
| 1st. Year. | . . | Nil - except what may be picked up in translating short sentences. |
| 2nd. Year. | . . | Nil - except what is gleaned from simplified Caesar and Caesar. |
| 3rd. Year. | . . | Just enough to form a bare background for the texts studied. |
| 4th. Year. | . . | As for 3rd. plus a period per week of half an hour if time allows. |

A year ago I introduced a new First Year Book of which I shall speak later. This cures the complaint against the first year. The Second Year part of this book is being tried this year. For an account of these ("Latin for To-Day") see the chapters in Part II on first and second year Latin.

If we succeed in teaching the boys to translate with much struggling and with the help of a dictionary and also to compare Latin adjectives or explain the syntax involved in Final Clauses, have they gained anything real from their study? Apart from gain in 'mental discipline' they have learnt what will be of use only if it is the foundation of further Classical study at the University. The only advantage or benefit claimed for Latin by the Report on the Classics which is gained here is the 'mental discipline'. The trouble is that, although more are going to the Universities than ever before, yet the percentage is very small from any one Secondary School. Practically, we are teaching Latin in such a way that it is of real benefit to about three per cent of the boys.

In a recent report on the Latin of the School Certificate (Durham) it was said that the Prose Unseen was fairly well done, that the Verse Unseen was too difficult for many and that in Paper II, few took the alternative Unseen and the results were very disappointing. Further, in Paper I. few pupils did the alternative Prose and these were poor.

In my first month as a master in a Secondary School I was called on to take 'detention' one evening. This lasted for

from fifteen minutes to half an hour. Instead of setting huge 'tots' for the delinquents I wrote on the blackboard a few Latin sentences of varying difficulty to suit the different Forms represented. The most difficult piece, set for boys in the Certificate Form, was a couple of lines remembered from Aeneid III :-

" Quid non mortalia pectora cogis
Auri sacra fames ?"

Not one boy could get the gist of it in a quarter of an hour, although, after a few minutes, I told them what to take the adjectives with and the meaning of ' fames.'

In those days we used the five-year course. The best boys were not in the detention class; but they were an average lot.

So that we see that while we aim at little else we fail to teach the boys any real ability in Unseen Latin translation. Why not give up the attempt and substitute a more educative and more interesting course ?

In how many schools do Classical Societies exist ? Very few, one fears. Such societies under the present syllabus could have little to link them up with the actual work in Latin done in school. A Classical Society in most schools would only interest the Senior boys doing Latin for Higher Certificate - one or two at most.

Yet the work of a Classical Society could be unlimited here in the North. Our Natural History Society ran a trip last year to the Roman Wall. It only attracted about a dozen boys. If they only learned more of the Romans themselves in school :

For the Romans were much nearer Darlington than the Wall. All the boys know of the Roman Camp at Piercebridge. A once thought of applying for permission to excavate at this place with the help of the boys, but ignorance of the methods prevented the idea from developing.

The claims of Latin for inclusion in the school curriculum are included in :

- i. It is a mental exercise.
- ii. It gives (or is said to give) some knowledge of Rome's contribution to civilization.
- iii. It has great cultural value.
- iv. It has value for its connection with English.

For the first, there are so many more subjects that afford mental exercise and which are more directly utilitarian that Latin cannot stand by that claim to any great extent although I believe that no subject excels it in this respect. The other three claims for Latin are excellent but they are not fulfilled in practice.

Very few boys know anything about Roman Civilisation or Culture when they reach School Certificate stage and, as very few of them go further, this is a great loss.

The first claim for Latin over-rides the others. Is the gain in mental exercise derived from our present method of teaching Latin in the schools a sufficient compensation for an almost entire lack of knowledge of Roman Literature, History and Art ?

It is a fact that the majority of people, educational and otherwise, consider Latin as mere grammar and translation. I seem to remember a recent Minister of Education himself expressing this view some time ago.

It is only those who take an Honours Course in Classics, or Latin (and these who take Latin in the Pass course with enthusiasm and follow it up with later study) who ever get to know anything about 'our debt to Rome.'

I once asked the School Certificate Form what a Roman Arch was. No one knew and yet I had some excellent essays in the English class on 'The Arch' from Form IV B after giving them a brief, illustrated talk on Greek, Roman and Gothic arches.

As a medium of education, we are told the form and content of Greek and Latin Literature are valuable. How many boys ever get to know much of the content of the literature of Rome? I repeat that even the set book done in the Certificate Year is obscured and blurred from this point of view by the prime necessity of being able to translate.

The content of Latin Literature is out of reach of the schoolboy in the original. The facts would be best presented in our own language to secure a proper understanding of them. We must look at this from the point of view of the boy himself who does not and cannot (before Higher Certificate stage, at the earliest) know sufficient Latin to study in or appreciate the original.

As for Poetry, it is valuable as such but it takes long to understand the beauty of our own poetry. Appreciation of Latin poetry is impossible without a University education in Latin or its equivalent.

So that we see -

(1) that in the form of the ancient language the pupil is merely equipping himself to be able to appreciate it in the future; this future comes to less than 3% of the pupils and hence 97% of those who learn Latin never attain to the ability to appreciate the form.

(2) that the content of the ancient language is more or less a closed book to this 97% and remains so.

Further, the reason for (2) is that no attempt is made to admit any other means to attain our end e.g. we will not allow translations. Page 159 of the Report of 1919 says, " we . . . recommended that, with proper safeguards, the use of translations in classical education should be greatly extended."

I see no difficulty in the way of extensive use of translations of prose authors. In any case whatever one does the boys will secure translations of their set books, for surreptitious use - " cribs ", so that, in reality, they prepare their work ^{from} ~~for~~ translations. In fact some Masters dictate the translation for them. To quote Dean Inge again, " I can see no reason why some of the great Greek and Latin authors should not be read as part of the normal training in history and literature." (D 2 p.28)

The content can be appreciated by boys in nearly all the Latin prose authors - Caesar, Livy, Sallust and much of Cicero. Good translations of Vergil, Ovid and even Horace need not be despised.

Many Latin authors (even including those quoted above) are merely names and some not even that to most boys.

At present there is no time for all but it would be a great gain if all these authors were read either as 'set books' or in translations. The main reason against the use of the latter seems to be that the most truly educative part of Latin is in actual translation; for it provides scope for the boy's own ideas to crystallize and 'come out' expressed in his own language. Yet we find that 97% attain to no great ability in the process of this 'truly educative part of Latin'. Nevertheless they have had a valuable training. But this alone is not enough to justify the retention of Latin in its present form. If other subjects give this training and have also a greater appeal to boys, they have a prior claim to inclusion in the curriculum.

In the four-year course much time is used up in learning grammar and, educationally, this is of little value compared to the value of the translation. Practically half of the time spent on Latin in the four-year course must be used in cramming grammar and syntax, leaving a totally inadequate time for translation.

Fortunately, the possibilities in Latin as a modern school subject are not exhausted. It is not a most valuable part of

the heritage of Greece and Rome their art and architecture? Why should we consider that an elementary knowledge, at least, of classic drama and sculpture is beyond the capacity of boys of from fifteen to sixteen years of age ?

Greek is implied here. There is no reason to stick to Roman culture even in Greek is no longer taught as a language.

The very fact that boys who are unable to do much in Latin grammar and syntax in the earlier years are dropped from the subject seems to prove that it is the language only that matters. Is there not a fundamental mistake here in our conception of the value of the language as being the language of a people who have handed down to us much more than this only ? We may as well maintain that we can learn nothing from German history without a knowledge of German.

In Chapter VI I propose a remedy for this state of affairs by reorganising the Latin syllabus to allow all boys to do some Latin. If this is not possible, would it not be worth while to introduce a substitute course not requiring the language for the 50% of the boys who drop Latin before the Certificate Form? It would be better than giving extra time saved from the Latin period to other subjects already well served. I do not see why the proposals in Chapter VI should not be made use of; but an examination first, of this suggested substitute course will certainly show us some of the weak points in our present system.

The substitute course could attempt to teach what would be included under 'The Heritage of Greece and Rome'. It would be taught chiefly by means of good translations, a history,

and orally. The use of translations is too easily dismissed by Classical scholars (themselves in the happy position of needing none).

It has been objected against the use of translations that they remove the boy from immediate contact with antiquity but here they are recommended for boys whose immediate contact with antiquity is almost negligible.

I knew no Greek when I first read Leaf, Lang and Myer's translation of the Iliad and even when I had done the Iliad in the original I could still enjoy the translation.

In saying this I am not unaware of Livingstone's remark in his Defence of Classical Education (C.2.p.212) viz: " If a man says that Homer is practically as good in a translation as in Greek there is nothing to be done but to listen politely and change the subject." I do not claim that it 'is practically as good' (yet it is better if it is pure information we are seeking) for I am ready to admit for Homer or Vergil all that their greatest admirers claim for them, but I repeat I like this translation. In fact, to me it is still one of the finest of English reading books. On the other hand, I have not found an adequate translation of Vergil. I suspect that the appreciation of a translation is a purely individual matter. A text book on Ancient History could serve as a class book on which to base the instruction. Ancient History as a school subject is probably more valuable than Modern History since Ancient History is ended and a lesson can be drawn from it. There are many suitable books for this

purpose. A useful one is "An Outline of Ancient History to A.D.180" by Hamilton and Blunt. This includes four chapters at the beginning on the Ancient East and a very useful chronological table as well as being very profusely illustrated (V) For older boys "Epochs of Ancient History" (W) edited by Cox and Sankey is useful. There are of course several useful Ancient (or Roman) History books available.

This substitute course should include ancient art etc., as previously mentioned. At present, can we really claim to give our pupils any knowledge of Rome's contribution to civilization ? Not one boy in fifty believes he derives any benefit from the language. He might believe it if he learned, for example, of the difference between a Roman and a Greek arch (and why not add a Gothic ?) and how we might sketch the typical traits in the characters of these peoples from a study of their arches. For the Greeks, using their material at its weakest by putting the lintel of the arch under strain across its length, shewed they were not good engineers. The Romans proved they were good engineers in using stone at its strongest i.e. under compression. So we could go on to show how the Roman arch, needing no buttresses like the Gothic, could stand unsupported - the Roman note of stability, typifying 'homo quadratus,' the ideal Roman. In one lesson, we have a good beginning to architecture and a very good illustration to show the typical Roman character. As I mentioned before I actually gave this as a lesson to an English class (see page 50)

Truly, our substitute course need not lack interest. Does our pupil know anything about the aqueducts and drains built by the Romans ? He knows they made excellent roads; he learned this in the English History class. He knows very little of the great buildings of Athens and Rome. Can he describe a Roman ship, temple, fort, camp or house ? It is true that some of the early text books try to impart something of this kind in their choice of subject-matter for translation. These books are mostly first year and not sufficient time is, as a rule, available to treat the matter properly. In the later years, as I have said, translation is the main thing and the amount of this done is what matters with an examination looming ahead.

Again, how many boys have heard of Phidias, the Laocoon, the Parthenon, Via Sacra and many more ? A little Roman geography, topography and archaeology is not beyond the syllabus.

It is often said that Caesar is dull for boys. It is nothing of the kind. It is the necessity of having to translate that makes it dull. I can, however, readily imagine that "girls dislike Latin authors and especially Caesar" (E 2 p.9) which was reported at the Oxford Conference of 1932. I advised my second year boys doing Simplified Caesar to read Naomi Mitchison's " The Conquered " based on Caesar and including the revolt of the Gauls under Vercingetorix and the siege of Alesia. Nearly all the Form read it and everyone enjoyed it and found his Caesar just a little more interesting afterwards. Caesar and the Gauls became more real to them.

Again, in a spare moment I once read to the class a translation of the battle of the Sambre against the Nervii in Book Two (ch.20-29). They were keenly interested in it and said they would like to do that book.

How is it that boys are so keen on cinema films of ancient Rome ? I know of few films more popular than 'Nero', 'Last Days of Pompeii', 'Sign of the Cross', 'Ben Hur' and so on. Surely this is an indication that Roman History contains a certain fascination.

There is unlimited material for such a course. It would not all be so exciting as those parts just mentioned in the preceding paragraphs of course, (but even law and administration would not be as dull as the present syllabus). Dora Pym's book, "Readings from the Literature of Ancient Rome" (T) might be useful as a selection to familiarise the boys with the literature of Rome and also the uniform volume on the literature of Greece. There are quite a number of useful books on Antiquity.

" Gallus or Roman Scenes of the time of Augustus" by Prof. W.A. Becker (J) is a book that could be useful here. Briefly, it is a book on Antiquity written in the form of a Roman's 'Life'. It would only suit older boys for reading, but I often in odd minutes tell a story from it to the boys. There is one at the feast of Lentulus where a pig, apparently cooked in toto, is served up. The cook is soundly rated and told to 'draw' the pig before the guests. He proceeds to do so and out come little sausages ! Afterwards a guest named Bassus relates a story of his companion changing to a wolf

and then back again to human form. The book contains dozens of incidents illustrating the opinions, beliefs and habits of the Romans. It deserves a place in every Classical library.

A very good little class book is "Roman Antiquities" by A.S. Wilkins (Macmillan) (X). It is many years since this was first published but it is no less useful on that account containing Chapters on Roman Character, dwellings, daily life, family, public life and religion with an appendix on Roman money and the Roman Calendar.

Such knowledge as I have here outlined is only obtained by Latin specialists and yet there is nothing difficult about it. It seems perhaps futile that these branches of Classical knowledge should be advocated instead of the language but we must remember that this is suggested for boys who do not do Latin even as it is. Further, I feel convinced that it would be a step forward if such knowledge could be demanded of the Latin candidates in the School Certificate. To obtain this a change would have to be made in the present syllabus. This is discussed in Chapter VI.

Very few Latin masters are to introduce material which is not required for School Certificate. Latin, more than most subjects on the curriculum, is dominated by the Certificate Examination. I can give a rather startling instance of this.

A former colleague of mine obtained a post as Latin master at a north-country Secondary School. He found that time for Latin had been cut down to three periods per week. The strange reason for this was that results in Latin had been so poor that

it was likely to be dropped as a subject taken by the school in the Leaving Examination. My friend only succeeded in obtaining an allowance of five periods per week when, after Herculean efforts, he succeeded in obtaining more promising results.

The Leaving Examination looms larger still in the four year course. Parents want their boys to pass and the reputation of the school rests on results. Latin is especially hard hit as there is no room for experiment or change. The only remedy appears to be to alter the syllabus.

In the present state of affairs it seems that any 'worthwhile' knowledge of Latin and all it covers is reserved for the specialists. The remainder, after a course of grammar and syntax, have a passing acquaintance with Caesar and Vergil. Modern knowledge is so wide and conditions are such that specialisation is essential for some but the real value of Latin ought not and need not be entirely reserved for the lucky few.

Did our boys know more about the actual importance and influence of Rome (and of Greece, too) it is very probable that many more would take Classics degrees. It must be realized that Latin is musty and dead to the average schoolboy. Our present methods of cramming Latin (in the narrowest sense) without real knowledge only results in making the subject impossible to many and only an examination stop-gap to others; while it deprives them of a cultural hobby for their after life which is second to none.

Careful observation in school and out has convinced me

that a distaste for anything Latin is often engendered by our present methods - methods which are necessitated by the syllabus.

Quite recently I had a debate by boys between twelve and fourteen on the 'Revision of the time-table'. The boys were candid in their opinions and sensible for the most part; and Latin, History and Geography were relegated to the dust-heap.

Without apology I quote here Professor Mountford writing for "Latin Teaching" (H 2 Vol. XV. No.1. p.15) :-

" Are you satisfied with the curriculum ? It is obvious that the school curriculum in Latin is in its essentials founded upon the needs of fifty years ago when schools were fewer, and when most people with brains did a full classical course and doubtless derived great benefit from it. The Universities still welcome gladly those who have had a rigorous training and are prepared to go on to classical Honours; they also have a place for those whose interests are centred in History, English, or Modern Languages, and for whom Latin is ancillary. But there are also those pupils who do no Latin after the School Certificate stage even if they go to the University at all. It is difficult to frame a curriculum which shall provide the rigorous training for the future specialist and at the same time shall give the four-year pupil something of permanent value. Are we doing all that is possible ? The British tendency is to think first of the brightest and most promising pupils who have a career in front of them, and to let the average take care of itself. But Latin is no longer in a privileged position and it can retain its place in the scheme of Secondary School study only if it contributes something which educated opinion regards as valuable. Do not think that the defence of the classics, or of Latin alone, is an easy matter. There are ready to hand many expositions of the value of Latin; but only too frequently they would be laughed out of Court if the outside world realised how little they correspond to the actualities of Latin teaching in many class-rooms. We are told that Latin is of value as a mental and linguistic training; and here we may agree that the class-room is in general playing its part. But when we consider the plea that Latin is the key to a

great literature, that Latin is so closely interwoven in the structure of our own language that we cannot dispense with a knowledge of it, that Roman civilisation is at the root of many of our own institutions, that the Romans' ideals are of permanent validity and their history full of sound lessons in the art of government, can we honestly say that the average pupil is getting all that he might ? In Scotland the Professors of Latin are called Professors of Humanity. That conception will bear a great deal of thought. The Latin of the School is, in my opinion, too much confined to the linguistic element. The demands of examinations perhaps force teachers to concentrate on formal grammar and the preparation of one or two short books in detail. Cannot the range of reading be extended and be a little less minute ?"

I read the volume containing this quotation three years after my own notes on this point had been made. So that it is just possible that the time of reorganisation for Latin is at hand. In the next chapter I try to replace the destructive criticism indulged in by constructive suggestions.

CHAPTER VI.

SUGGESTED DIVISION OF LATIN STUDENTS.

The course I have recommended in the previous chapter is a very simple and easily adopted plan whereby we could insure that all boys who drop Latin through its difficulty need not lose the chance of learning something of what we owe to Rome. But this procedure would not help those who do Latin to obtain the knowledge of Antiquity which I claim they ought to have.

At present all those doing Latin are lumped together irrespective of whether they are to proceed to a University for a Classics degree or to 'help father in the shop'.

The Latin students may be divided into four classes :-

1. About 3% who intend taking an Arts degree needing Latin.
2. Boys who need Latin for their Certificate but do not intend pursuing it further.
3. Boys who do not need Latin for this Exam. but who are capable of using it as a subject for the Exam.
4. Those who drop Latin before the Leaving Examination (including those rejected from the very first)

Those who choose German deliberately instead of Latin need not be considered.

In group (2) we have those who need Latin for a professional preliminary such as medical students.

All these people (except group (4)) do the same Latin. Any separation occurs after the School Certificate i.e. for the

Higher Certificate.

Let it be said at once that group (4) ought never to exist. We ought to find some means of catering for these boys but it is obvious that nothing can be done so long as only an 'A' Form present Latin. After all, they have been expelled from the Classical fold not because they could derive no benefit from Latin but because they could not keep up the pace needed for an examination on the language itself.

The Report (P.p.10) in reference to those who drop Latin at about the age of 16 says that "a knowledge of Latin gained mainly by drill in grammar and syntax -- but divorced from all real study of literature and history for them leads nowhere." Arguing, therefore, that the claims for the aim of Latin in the Secondary School are not substantiated in actual practice and that more provision should be made for, not the "weak" boys, but those not especially bright, I suggest that we should divide the Latin into two distinct courses in order first to cater for this group (4) by allowing them to complete their course in Latin, and second, to ensure that groups (2) and (3) gain something more than the mere language.

The two courses would be as follows :-

1. For those intending to take Latin either as principal or subsidiary in the Sixth Form or at the University, aiming at as thorough a knowledge as possible of grammar and Prose Composition, etc.,
2. For all others, aiming at a knowledge of Latin sufficient to enable them to read simple Latin Prose and also including instruction in antiquities to enable them to understand Roman and Greek contributions to civilisation.

In support of this I would quote the Report again (P p.10) where it suggests that "in some cases they might learn both languages for the purpose of reading only, with no composition at all." The method of doing (1) would be as at present and probably they, being selected, could go much further.

In course (2) some new system of instruction would be necessary and much work could be done with translations. One grave reason against the use of translations is that it does not help but rather hinders in obtaining ability in 'Unseen' work. Is this really so? Would not the intelligent use of translations help unseen work owing to the greater amount of work done with their help? After all, it requires a fair knowledge of an inflected language like Latin to understand how a translation is gained from the text. The Report again (P.p.10) says that "even those who may never begin Latin ought to have some general knowledge of the ancient world based both on histories and on translations."

In advocating the use of translations for this course I intend that they should be used along with the original text as well as alone where suitable.

In course (2) it would not be necessary to take the syntax in such detail - broad outlines would be sufficient; and only the regular accidence would be needed. No Prose Composition should be done.

It is possible that a Modified Direct Method would be useful in such a course as this. At least there would be plenty

of room for experiment. I would very much like the opportunity of tackling such a course myself.

In course (2) some Roman History would be done with lessons on elementary archaeology, sculpture and antiquities generally. It is of interest to note that the 'Association for the Reform of Latin Teaching' has a collection of coins, models, antiques, photographs, pictures and books for circulation amongst schools as Archaeological Aids.

Such things as these could be safely left out of Course (1); they would have their opportunity at the University.

There would be many advantages in such a scheme. The work in course (1) would be much quicker and more enthusiastic, as all the boys would have a definite object in view and in addition the class would be small, allowing for more individual attention. Further, those who found Latin beyond them as a specialist study would not need to give up the language but would simply transfer to course (2).

In course (2) the syllabus would be easier than that in the schools at present and none would need to drop Latin. Again, members of this group have the interest sustained by gaining a knowledge of Rome's history, of her greatness and accomplishments. The old grammar and grind, without object, would disappear.

We are faced with an initial difficulty. The present requirements in the School Leaving Examination would not be fulfilled in course (2).

Those who need Latin for professional preliminaries such as for medicine have really no need for anything but a very

elementary knowledge of Latin. In fact, I have often thought that it is a grave injustice that such a standard of Latin as that required in this Examination should be required from medical students. Chemistry students do not require to take Latin; then, why doctors ?

There seems to be no reason against (but rather much in favour) of changing the Latin required to suit our second course. Let there be two Latin groups in the Examination - one for course (1) and one for course (2).

The first course could take the papers as set at present - perhaps a little more advanced. I am sure the results would be far better than anything yet obtained.

The second course would be served by papers on elementary unseen translation, (no 'comment on the syntax' questions) and general questions on Rome and Antiquities. A little accidence could be asked. Perhaps a set book could be done.

A further (and, I venture to suggest, a very strong) argument in favour of this division into two courses may be adduced. As more and more, in proportion, come from the Second-instead of the Public Schools, very few even of the professional classes now continue any Latin study for enjoyment. They have had no glimpse of the possibilities of the Classics as a cultured hobby and they have no time under modern conditions to dabble without an incentive. And that incentive is not given in our present Latin syllabus.

Would not the elementary knowledge of Greek and Roman

culture which could be gained from course (2) be an incentive to boys to keep up or return to Latin ? Even in course (2) a ~~second~~^{Sound} foundation of Latin would have been laid to enable and encourage the average individual to carry on to a fair acquaintance with the Classics in the original.

It might even happen once again that members of Parliament ~~Would~~ quote Latin.

To sum up - I suggest this double course in order to enable all to do Latin, to introduce more of cultural and historical value into the course, to avoid the arranging of the Latin scholars into 'A' and 'B' sets and to leave unhampered those going on with Latin. I assume that a five-year course is followed if possible but that the scheme would be an even greater help in the four year course.

I would suggest the following syllabus -

- A. For those continuing Latin study - As at present with more attention to Prose Composition and the reading of more Latin authors.
- B. Regular accidence and syntax - the latter sufficient for them to read simple Latin Prose. Use of translations. No translation (or very little) into Latin. Roman History and Antiquities.

In conclusion, it would be possible for the brighter boys to choose to a certain extent which course they took irrespective of their future, but that Course A is especially for those who will have the opportunity to do History and Antiquities later.

Livingstone says (C 2 p.240) that no one should want to keep the laggard at the Classics, if by the age of sixteen he has shown no taste or capacity for them and that (p.241)

unless he is exceptionally unsuitable a boy will do well to learn at least Latin till the age of sixteen. The same author discloses a reason for this (p.153) when he states that Latin stands in our education not only on linguistic grounds but also "on the heroic characters in its history, or the interest of its political and imperial problems and on the capacities of its people for government." Let all therefore do Latin until the age of sixteen and let them have all the available benefits from their course. For those who 'cease' their education at the age of 16 or 17 this is a sheer necessity. Even a slight knowledge of Latin is better than none, as Mr. Woodward says (H 2 p.13).

Support for this suggested ^{di-}vision is easy to obtain from the Report on the Classics. Indeed, the difficulty is to know where to stop. On page 16 it says, "It is inevitable that the larger number of boys and girls will either leave school at the age of 16, or will then proceed to specialise . . . It is of vital importance for all such pupils that their grounding should be right, that they should receive an education which will elicit lucidly and without confusion the fundamental ideas and critical mental activities on which their appreciation of modern civilisation will depend. We think it quite possible to arrange a self-contained elementary course adapted to these scholars, which would leave the pupil with some power in the analysis of thought, with some literary command of language with some contact with the ideas of a great and important race, with some knowledge of the background of our civilisation, and,

by its reference to the ancient life round the shores of the Mediterranean, with some feeling for the geographical factors in history and for the alternative flux of civilisations. All these are important elements in education, and it may be doubted whether they can be imparted to the majority of the pupils in any other way so thoroughly, so easily and so quickly, as by a classical course."

Again (page 11) ,.. "while recognising the very high value of an intensive classical education for the few who are fit to pursue it, we lay greater emphasis on the importance of the study of the Classics as a preparation for other studies, or rather as a dynamic element in a general national education which must, for obvious reasons, be mainly concerned with modern subjects." Even the Labour party are anxious that the Classics (page 21) should be available for the workers' children and they favour the teaching of Latin and Ancient History in Adult classes.

On pages 88-9 the Report is anxious that the omission of Ancient History from the School Certificate should be rectified.

Finally two quotations from the Committee's Recommendations. The first, on p.275, runs "that Latin should be a normal subject of the curriculum for all pupils in Public and Secondary Schools though exception may be made in the case of (a) individual pupils (b) schools working under special conditions." The second, on page 277 recommends " that since a large proportion of pupils in Public and Secondary Schools do not pursue

the study of a classical language for a longer period than four years, terminating at about 16, the responsible authorities should devise for their benefit courses of study complete in themselves, though capable also of providing a solid foundation for more advanced classical studies."

CHAPTER VII.CONCLUSION OF PART I.

In the preceding chapters I have endeavoured to show the impressions of the position of Latin gained from nearly ten years' teaching of the subject. To suggest such radical changes as has been done in Chapters V and VI in a subject so long established in our schools as Latin may seem bold but any destructive criticism should be followed up by constructive suggestion. It is impossible to support the suggestions of reconstruction by producing results because the suggestions have not been carried out and cannot be in an isolated case.

The conclusions drawn from the position at my own school - Darlington Grammar School - are to the point as I consider the school typical and from personal enquiries I have found no reason to suppose that the struggle for existence in a desirable form on the curriculum of Latin is peculiar to this school. There is abundant literature on sale to show that the position is general. Most of the new text-books claim (in the preface) to remedy the evils.

In spite of any suggestions as to changing the syllabus the fact remains that we have to devote our energies to making the best use of the present syllabus. Many cherished schemes have therefore to be ignored in the stern business of preparing the pupils for the School Certificate Examination in four years. This is the theme of the second part of this essay.

A P P E N D I X.L A T I N I N T H E E L E M E N T A R Y S C H O O L .

On page 259 of the Report on the Classics it is stated " It might seem utopian to suggest that the Classics can play any part in Elementary Education." One may be permitted to ask why such a suggestion should seem utopian. It may be argued that there is no room in the Elementary school for Latin. I take stock of the subjects I teach or have taught at a Secondary School and find that History, Geography and English Grammar have to be begun again from the beginning with the boys coming from the primary school. This is not to suggest that the time spent on those subjects has been wasted, but it does suggest that there may not be a necessity to devote so much time to them if a substitute is at hand which has more value for training and is far better from the viewpoint of true education.

The raising of the school leaving age is favourable to this introduction. The trouble perhaps is that all the pupils do not go on to the Secondary School and so broaden their curriculum. Even so, to the boy who leaves school at fifteen Latin is of more intellectual value than a scanty and hazy knowledge of Geography and History. Further, such subjects could be quite easily learnt later. In any event it is the business of Historians and Geographers to find a place for and justify their subjects; granted the superiority of Latin as an

educational force these should give place.

I plead for the Latin language only in the Primary School; there is no idea of teaching anything at all about Latin Literature.

It is very likely, in spite of educational opinion to the contrary, that the age of twelve is much too late to commence a second language. From one point of view it means beginning all over again; the pupils began learning their first language at the age of 18 months or thereabouts and now at twelve years they have to start again in a foreign tongue and not only that but they have to learn the structure of the language - grammar.

I suggest it is a mistake to maintain that boys are too young under eleven or twelve. Latin is a far more rational language than our own. I believe in some schools in America that children learn Latin (or two languages) from the age of six or seven. I suggest that Latin should be introduced as early as possible to our Primary Schools. This is the time to impress on the young mind the orderly structure of this language. Grammar is much easier to learn from Latin than from English and there are no spelling difficulties in the one language while the other abounds in them. In an elementary school the Latin lesson could incorporate the Grammar lesson. Further, the pronunciation of Latin is much easier than that of English, French or German.

I have often thought that boys doing Latin in the Secondary School, especially from the beginning of the third year, are in too much of a hurry to give the necessary attention to

grammar, especially accidence. They want, subconsciously perhaps with most of them, to get on with the language itself as a medium of expression or to be able to express the Latin in English without being pulled up by the necessity of a conscious effort to unravel problems of accidence and syntax. When they should be beginning to appreciate (and to like) the language they feel that, as it were, they are pulling with the brake on. If Latin were taught in the Primary School it would not be a difficult matter for boys at the School Certificate stage to read as easily (possibly more easily) from a Latin author as they do now from a French. Such a possibility itself justifies the proposed innovation.

Again and again it is said that the country is not getting a sufficient return for the money spent on Education. It is true that most of the grumblers know little about the subject and write Education 'down' to appeal to the mentality of the readers of the cheap Sunday papers. On the other hand the opinion is also expressed by some whose views are to be respected.

In what way, then, is the return insufficient ? Children undoubtedly obtain more knowledge at school now. Perhaps we are not as successful as we might be in educating the children in the real sense. Much as we talk about it we hardly succeed in bringing out the child's own ideas. We do not train them to think nor do they learn how to learn. It has been said of Latin that, doing it, the pupils 'learn to learn'. Its

claims in this respect - that it teaches how to think - have long been recognised and this is one of the main reasons for the retention of the subject in the curriculum of the Secondary School.

Briefly, we need our curricula reorganised from the elementary school up to the time of the School Leaving Examination in the Secondary School. At the bottom of the scale we need some arrangement of the curriculum that will give a more definite and more logical mental training as opposed to a system which aims to a large extent at the acquisition of knowledge and the cramming of its victims with a view to gaining the Scholarships or Entrance Examinations to the Secondary School.

The Scholarship and Entrance Examination has had a very detrimental effect in the Primary School on Education in the real sense. One has only to teach those boys who have passed this Examination into the Secondary School to discover in a very short time that, while many are certainly good and deserve this success, there are others who have obviously succeeded by sheer cramming and constant repetition of suitable examples of questions known to occur in the Examination. These boys soon fall behind when the days of doing copious examples of the same types of 'sum' etc. are over. It is probable that many otherwise desirable boys fail to get into the Secondary School owing to their inability to cram.

In our own Public School Preparations and the Preparatory Schools the boys begin Latin at nine years old (and Greek soon,

after). In fact some of the boys know a little Latin before going to the Preparatory School. There is a book which I discovered recently, and which amused me very much, written for mothers to use to teach their children Latin before going to school. This is "Latin with Laughter" by Mrs. Sydney Frankenburg. It may be useful for the nursery, but I should think that few Latin Masters could view the cover without a grin ! At least there is a section of the community to whom Latin at an early age is the natural order.

The whole system is hardly satisfactory. If a reorganisation takes place let us have elementary Latin (done as slowly as is necessary - it matters little) in the Primary Schools. Without a thorough reorganisation one fears that, desirable as it can be proved to be, it is very unlikely that such an introduction would be favoured.

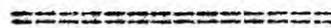
In conclusion we may tabulate the advantages of such a procedure:

1. Latin is a subject pre-eminently fitted to form the foundation of true Education at an early age.
2. It is a logical language from any aspect.
3. Grammar is best and more easily taught with Latin as the language for exemplification.
4. Latin teaches accuracy and is a source of intellectual superiority.
5. As young children are interested in words for their own sake Latin (indeed any 'second' language) would appeal to them; further, they learn by and love imitation and repetition and Latin would give them scope for these.
5. The ultimate gain to Latin (if not Classical) Scholarship would be immense.

Finally, nothing else we could do would be better than this innovation for restoring the Classics to their old position in Education. An attempt at this introduction even if foredoomed to failure, would, at least, carry the war into the enemy's camp !

2nd copy

P A R T I I .



THE TEACHING OF LATIN.

C O N T E N T S.

	Page:
Chapter I. The Direct Method.	78.
Chapter II. Public and Secondary School. .	90.
Chapter III. Summary of Aims.	93.
Chapter IV. Method and Pronunciation. . . .	95.
Chapter V. First Year Latin.	97.
Chapter VI. A. First Year Text Books. . . .	104.
B. Teaching of Latin in the First Year.	113.
Chapter VII. Second Year Latin.	169.
Chapter VIII. A. Second Year Text Books. . .	180.
B. Teaching of Latin in the Second Year.	189.
Chapter IX. Third Year Latin.	234.
Chapter X. The Final Year.	272.
Appendix.	
Bibliography.	288.

CHAPTER I.THE DIRECT METHOD.

Before commencing a discussion of the teaching of Latin by any other method the Direct Method at least requires some consideration. To this end I gave the method a partial trial, so far as was possible for it must be remembered that teachers in the Secondary Schools are not free agents. They cannot change text-books at will. So that the experiment was tried under great difficulties.

I have often wondered what would have happened among Latin masters if the Report of the Committee inquiring into the Classics (1919) had recommended the adoption of the Direct Method. Diemay would have filled the hearts of many excellent Latin teachers for there is a general belief that only experts can use this method in Latin.

Without a trial this may seem to be so; but I believe that the difficulty of using the Direct Method is greatly exaggerated. My chief reason for thinking this is that my experiment met with fair success. I had many qualms before the experiment but these were soon dispelled.

The above-mentioned Report recommended that much oral work should be done in Latin, and, influenced by this, I studied Rouse and Appleton's book "Latin on the Direct Method".

Inspired by this volume (and undeterred by the expressed opinion of a Classical colleague that any method would be a

success in the hands of Dr. House), I set about using the Direct Method partially in the third term of the first year set and the third term of the second year set. Both sets were composed almost entirely of bright boys except that there were three or four poor ones in the second year.

It was impossible, of course, to obtain copies of the text book (Initium by R.B. Appleton (Z)), so I hectographed what was needed for each lesson. Each boy received a copy. It must be remembered that all the boys knew some Latin and that, although nothing but Latin was allowed, it was a very modified form of the method.

It was a compromise but at least it was oral work. I proceed to give some of my experiences. I took this lesson once a week with each set. The first lesson was enthusiastically received by the younger set but the second year boys were inclined to be contemptuous at such statements as 'Nasum tango' - They were above such childish pantomime. I ought not to have been surprised at this but fortunately after the first few lessons their contempt gave way to interest and in the end they were as keen as the younger ones.

The first lessons were easily followed although the boys did not quite see the idea of the simple exercises at first. Simple as they were they could not always guarantee to get all the sentences correct. As the lessons proceeded and facility in saying simple sentences came, the fun grew. I allowed them to say what they liked (within reason) provided it was in Latin.

In the second lesson with the first year set I had a boy out for demonstration purposes. While my back was turned he sketched a face on the blackboard. To my enquiry "Quis est ?" he replies with a smile, "Magister est !" Two very easy words of course but it was a beginning and it came without hesitation as did the approval of the class.

During our "Direct Method" lesson the words "stultus" and "doctus" were used. A few days later I required the Latin for "learned" but all had forgotten it so, to take their minds back to the lesson where it had occurred, the following dialogue took place:

Magister: "Stultus est puer qui laborem non amat."

Puer: "Iterum, magister."

Magister: "Stultus est puer qui laborem non amat.
Intellegis-ne 'stultus' ?"

Puer: "Ita, magister."

Magister: "Bene. Intellegis 'stultus.' Puer est stultus.
Quid est magister?"

Puer: "Stultissimus !"

The roar that followed showed the class understood the sally; but the point of it is that we had only learnt the superlative the day before and here they were using it without thinking it out. Shortly afterwards another boy gave us the required word.

In an English lesson we met the word 'cerulean' and none knew the meaning. One boy in the class was also in my first year Latin set and had had ^{the} word a week or so previously but did not volunteer the information. It was sufficient

for me to say to him, "Oculi sunt caerulei," to get the answer - much to the amazement of the others in the class.

In my first year set a boy does not understand 'ambulo' so, walking across the classroom, I say 'ambulo' and as he is still puzzled (most of the others have their hands up) I break into a trot saying 'curro'. There is a roar of laughter and the remaining hands go up but there are shouts of, "Non intellego. Iterum, magister !" I had evidently cut an amusing figure in illustrating 'curro' and here they were able, on the spur of the moment, to shout the appropriate request for a repetition.

During the translation of simplified Caesar we had a selection from Book V of the Gallic War, which included the account of the rivalry between the two centurions Titus Pulvio and Lucius Varenus (cap.XLIV). Before doing this chapter I used the weekly Direct Method lesson to take with the class the Dialogus de Milite from Initium, page 19. I found the interest in this chapter of Caesar much greater than would have been the case without the 'conversational' knowledge of the Roman weapons gained from the 'Dialogus'.

The point arises as to whether all this is of any use. Although I had more than a suspicion that the popularity of these lessons was due to the fun the boys obtained yet I found myself that we all derived much benefit from these lessons. There was plenty of opportunity for self-expression at least. One boy once asked me, "Licet-ne mihi exire, magister ?" instead of asking permission to leave the classroom in English.

I thought it was distinctly encouraging and we adopted the formula. As a matter of fact, the sentence had occurred somewhere in a previous lesson.

I found that this type of work helped very much in translation by enabling the boys to translate as the Latin words occurred without so much 'looking for the verb first.' (a method now abandoned)

I ought to mention that, as Dr. Rouse warns those using the Direct Method, great care is necessary to maintain discipline. It has to be made plain to the boys that instant obedience is essential no matter what crops up. This applies, of course, to any method but there is more scope for boys to get out of control when there is such a lot of talking and even fooling. The master must be sure of his class. I waited three years for a suitable class to which to introduce the Direct Method. I do not feel that it matters much what kind of class one uses after a little experience.

I have wondered if this method in its proper form (i.e. Direct Method only) would be any use with a set of boys who were considered almost unfit for Latin - the type that we used to set to Botany or Extra French. I have not had the opportunity of trying it but I think that it might be useful, if used slowly. I found in my partial use of the method that the three or four boys mentioned on page 79 as being poor according to the ordinary class work were not the worst in the special weekly lesson. One of them was quite good, in fact, but his class position was somewhere near the bottom.

The greatest difficulty I found was that certain boys were too shy or too lazy to interrupt with 'non intellego', when they did not understand what was being said. One must be continually on the look-out for boys of this type.

One of the greatest advantages, to my mind, in the Direct Method is that it makes the boys feel that the Romans were living people like ourselves. There is no question whatever that it adds immensely to the interest of the boys. It could perhaps be used, for example, in the non-specialist group which I discuss on page 62 et seq; for it claims to pick up a knowledge of antiquity, history, topography and mythology. It certainly does give an idea of Roman life and the amount of reading done is far ahead of anything covered in the Secondary Schools. (See 'Latin on the Direct Method' (Y) page 103).

A further experiment I tried at that time was that of Latin Dictation but, although I think this is decidedly useful (as the report says on page 147 " as a test of ability to follow the meaning when read") I found that little time was available for it. I still give dictation, however from Caesar to a third year set where I think its value more obvious.

Yet in spite of the pleasure and fun we obtained out of the Method combined with its certain advantages I came to the conclusion that the Direct Method could not be used in Secondary Schools without sacrificing gains which are considered the real value of Latin.

No doubt, the view taken by the Committee in the Report

(P.pp.146-7) had a great influence. The chief objections lodged against the Method in the Report were -

- (1) that the value of translation was lost.
- (2) that it was impossible to deal with all the incidental points (literary, historical etc.) in a language "which even the best cannot hope to speak with anything like the fluency possible in French and still less with the fluency of English."
(P p.146)

The Report therefore did not recommend the adoption of the Direct Method.

L.W.P. Lewis in his "Teaching of Latin" is also decidedly against the Method and his reasons are weighty. He quotes Mr. Kemp (B1) "Latin cannot be taught as a living language without too great a sacrifice of something more valuable." (F.p.3) We lose the logical training given by Latin and, further, we are not merely desirous of imparting knowledge of the Latin language. We are aiming at generating or eliciting the power to think. Lewis considers that Latin stands, side by side with Geometry, supreme as an instrument for this. He considers that the traditional method, improved, is the best but that it should be elastic so as to be modified to suit particular boys.

F.R. Dale - "On the Teaching of Latin" - (C) is very interesting in dealing with the Direct Method. He seems to be very definite that the difficulties connected with it have been overcome. He draws a distinction between thinking and speaking in Latin, pointing out that scholars appreciate a favourite passage without thinking of a translation even if

they seldom speak a word of Latin.

One cannot help but recall here those 'pathetic half lines' that linger in the memory -

We cannot but wholeheartedly agree with this. Who wishes to put into English -

Tu regere imperio populos, Romane, memento
(Hae tibi erunt artes), pacisque imponere morem,
Parcere subiectis et debellare superbos.

or who can satisfactorily translate

Sunt lacrimae rerum et mentem mortalia tangunt ?

Yet we had to translate (a futile term in connection with 'sunt lacrimae') when we first met these.

Points Dale mentions are that readiness in speaking a language does not show a necessary appreciation of its literature, that the chief advantage of the Direct Method is its superior attractiveness and that the boy beginning by the method gets his enthusiasm for Latin immediately, but that enthusiasm under the old method comes later. I do not by any means agree that enthusiasm for Latin does not come at first. It is there at the beginning most certainly. The methods used in the first year by the teacher lacking enthusiasm may dispel the interest. My own experience shows that the second year is the crucial period. Dale asks an interesting question (c.p.81) "Is it not better that the second foreign language should call for different effort, and open up rather different mental departments?" On the whole he admits certain merits in the Direct Method without allowing it to damage the old method and advises some spoken Latin.

Mr. S.O. Andrew's opinion of the Direct Method has already been stated (page 14)

Mr. R.B. Appleton publishes a little book entitled "Ludi Persici" (I) containing original plays for the Teaching of Latin to Middle Forms in Schools. For the ordinary method they take up too much time and the plots are very difficult to follow by non-Latinists i.e. an audience. In his introduction Mr. Appleton deplures the spending of time in struggling through Livy and Caesar but I must admit that an example of the capabilities of his pupils (I p.9 of Introduction) is rather staggering. This was done at the Perse School. A boy, in preparation for one of the plays in the book - "Laqueo suo captus" - comes out to the front of the class, walks about and speaks somewhat as follows :-

' Ambulo; fenestrae appropinquo; fenestra clausa est, oportet me aperire, mihi aperienda est. Januae appropinquo ut eam aperiam. Hoc modo loquor ut bene intellegam linguam Latinam; quam sapientem me praesto (vel praebeo) qualem sapientiam prae me fero: nunc scrinio appropinquo, haud multum abest quin scinium attingam: scrinium tollere conor sed non efficere possum ut tollam; non fieri potest ut tollam, namque non sum Hercules Orabo magistrum ut Auxilium mihi det; veni huc, magister, ut me adiuves, namque vereor ne me laedam. O me miserum ! magister nonvult me adiuvarere; negat se auxilium mihi daturam esse: pigram se praebet; pigritia ei obstat quominus me adiuvet (eum impedit). Velin scire quis me adiuvarere velit (auxilium mihi daturus sit). Non facere

possum quin fatiscam -- " etc. etc.,

And this by a boy of twelve who has done Latin for one year and five weeks ! Note the "praesto (vel praebeo)" "ei obstat (eum impedit)" etc., Is it clever (however such a result has been obtained) or is it getting dangerously near the conditions existing prior to the Revival when Latin was used for its use and not its content ?

All this by a boy of twelve recalls to me the opinion expressed in the "Classics in Germany" (O p.49) where it states that it is not expected that the great majority of pupils, even at a Gymnasium, should use Latin as a means of expression. Latin could not then be learnt empirically; to attempt to do so meant burdening the minds of the pupils with a number of words and phrases which are useless for the real object of learning the language i.e. grammatical training and the reading of the Latin Authors.

Indeed the Frankfort Scheme is deliberately opposed to the direct Method for (O p.62) "one of the chief reasons for introducing the Frankfort scheme was that Latin teaching should not begin till a logical and theoretical instruction was possible."

The Rev.T. Corcoran S.J. has a book, published in 1911, entitled "Studies in the History of Classical Teaching" (K) which contains any amount of interesting material. He mentions the method of a Jesuit named William Bathe (1564) who published a book in 1608 which took twenty years to complete. The book was well known to scholars and purported to teach the language by listing over 5,000 words, classifying them into 12 centuries,

and fitting them into 1141 sentences. He saw that single words though easily committed to memory were also equally easy to forget but if sentences are constructed from the words the mind more easily grasps and retains their contents because they have now two aids - memory and understanding. These sentences were learnt (the translation was given with each) and every word was indexed only the commoner words being repeated. There was no grammar to be learnt - the main idea was vocabulary. The germ of the Direct Method lies here. The method was useful for its purpose - to be spoken by diplomats, travellers etc., - the courier's knowledge, yet it gave me an idea which I adopted myself ⁱⁿ the Second Year Set - that of learning by heart Latin examples of syntax rules. The author, Father Corcoran, ascribes an apposite statement to Caselius with regard to the Direct Method (K p.138) viz: "To make beginners speak Latin is absolutely wrong -- they will speak a new and half=barbarous language, not Latin." We need only refer to the Perse boy on page 86 preparing for his "Laqueo suo captus."

Many of the champions of the Direct Method put forward the claim that their method is not new but that it was the old method. This is not really true as it appears from Corcoran's history that although the books of those days were in Latin the Jesuits did not rigorously require spoken Latin in class hours until the third class was reached. He shows that Vives (K p.221) said that children at first will speak their own language and then mingle Latin gradually.

I have concluded that the Direct Method is not only unsuitable for present conditions but is even a step in the wrong direction and consider that it is to be avoided. This does not preclude, however, all spoken Latin. A certain amount of questioning and answering in Latin may well be part of the oral work but each individual teacher will suit himself in this respect. For my own part, it varies a good deal with each class and latterly I have tended to cut it out to a large extent.

CHAPTER II.PUBLIC SCHOOL AND SECONDARY SCHOOL.

Many of our leading educationists are ex-public school boys whose views on the Classics in education are coloured by their own educational experience. It is interesting, therefore, to note a few points of difference between the two types of schools.

At most of the Public Schools it appears that more time is given to homework or preparation than at the Secondary Schools.

The time allotted here at Darlington Grammar School per week is :-

Lower School.	...	...	One hour.
Middle School.	...	...	One hour.
Upper School.	...	...	One and a half hours.

Compare this with a well-known Northern Public School :-

Lower School.	...	...	Three and a half hours.
Middle School. )	...	...	Four hours.
Upper School.)			

In both schools this is up to and including the Certificate Form in a four-year course.

There is also this great difference = that, in the boarding school 'prep' has to be done. The boys have to be in their seats in the study hall whether they wish to or not, whereas the day-school boy is not, as a rule, compelled to sit for

the homework period. The majority of them get through it as quickly as possible in order to get out of doors.

From my own experience as a pupil at both types of school I can safely say that pupils boarding were in a much better position for getting through a set amount of work than boys at a Day School. In the boarding school 'prep' was done as a matter of course or we were gated from cricket or football and consequently it was not considered 'heroic' ~~or~~ 'dodge prep', as it often is in a Day School.

I have had a striking example of the effect of this extra (and enforced) time for preparation with one of my own pupils whom I coached for the Public Schools Entrance Examination. In his first and second years here he was exceptionally poor and seemed to have no aptitude for Latin. It was a tremendous struggle to get him through. After only one term at the Public School he was compelled to remain at home owing to illness during which period I used to visit him to try to keep him up in his work.

His improvement in Latin was astonishing and I was satisfied that this was due to the reasons stated above - more preparation time with supervision and fear of the consequences of undone 'prep'.

In a boarding school it is so much easier to get at the boys in the way of detention and punishment after school; and this probably has its effect.

The Entrance Examinations (or Matriculation) are the same for all pupils wishing to proceed to the Universities.

From the point of view of these examinations the public-school boy is very favourably situated. He may nominally do a four-year course but before beginning that course he has attained to the standard of the Public School Entrance Exam. This standard is equivalent to that reached in two years in a Secondary School giving the average Public School another advantage.

Finally, the latter type of school has an additional lesson per week as compared with the Secondary Schools.

The Public Schools Entrance Examination is far too advanced for the average boy of twelve or thirteen in the Secondary Schools and in addition the papers (including the A and B parts) are too long. The "B" part alone in the 'Prose' paper is an hour's hard work for most boys who have not concentrated on Latin; yet the time allowed for the whole paper is only forty-five minutes.

It is obvious therefore that great care should be used by our educationists on the question of Latin in the Secondary Schools lest the essential difference between these and the Public Schools be overlooked or not sufficiently allowed for.

CHAPTER III.SUMMARY OF AIMS.

Before proceeding to a detailed discussion of the teaching of Latin it is useful to summarise the aims of the subject in order that they may serve as a guide and a check in the actual classroom.

1. We must justify Latin for the majority of the boys who will not proceed further than the School Certificate by making it a study which is worth while of itself. They must be led to know and appreciate the ancient culture as far as possible so that their Latin may form a scaffolding for any real Higher Education and social enjoyment in the true sense. We must not divorce the study of the language from its literature and the history of Rome but should endeavour to inculcate an appreciation of Rome's contribution to civilisation. Their study should also help to broaden their mental outlook.
2. The study of the language itself must form a training of the intellect. The study must also teach accuracy and clearness. Full use must be made of its connection with English in derivative, grammar and allusion. There must be a progressive development of the power to read and comprehend Latin founded on a sure grammatical basis. Vocabulary, syntax and inflexion must be

mastered so that the fullest benefit may be obtained, from the reading of the Latin authors, of moderate difficulty, bearing in mind the English importance of translation viz:

1. Observation.
 2. Correctly recording.
 3. Reasoning.
 4. Expressing the results of these three.
3. Since my efforts to secure the ideal course (so far as any school text-book may be called ideal) have resulted in the adoption of "Latin for To-day" inspired by the views of Mason D. Gray, his aims as set forth in his book "The Teaching of Latin" (G) and quoted by me on page 17 must be kept in mind also.
4. Finally, the ultimate practical end of the Latin Course - the School Certificate Examination itself - must be kept always in view.

I am not convinced, myself, that the aims in (I) can be obtained to any great extent in a four-year course. We must simply do the best we can.

CHAPTER IV.METHOD AND PRONUNCIATION.

The Direct Method has been discussed at length and for reasons given there is discarded. The method commonly called the "traditional" or "grammatical" method has much to recommend it as the Report says (P p.142 where it is discussed) but the 'Inductive Method' seems to be commonly followed. I take it that the last method is the method whereby new syntax occurs in the translation or sentence read and from it the rule is deduced and then learnt. It seems to be as much deductive as inductive. The old method was to learn the grammar and syntax rules by heart and then write exercises on them. I still feel that this is the most satisfactory method for the least satisfactory year - the second.

I myself use a method that would be called the "Inductive" without slavishly waiting, for example, to have all the cases used in the reader before the first declension. The method is, further modified by as much use as possible of oral work. Finally, however, the teacher has to modify his method to suit the text books he can obtain.

The pronunciation used should be the restored pronunciation but more care ought to be paid to the lengths of the vowels than is generally done. No time need be wasted on the teaching of this as the pupils should have no difficulty in acquiring from the master especially if there is much reading aloud

which I make a point of securing. There are certain pitfalls that the boys fall quite naturally into such as the pronouncing of *rosa* as if it contained the letter 'z'. The word '*oceanus*' is always pronounced wrongly at first, I have found. The 'a' is naturally made long as is the 'o' in '*rosa*'. '*Magister*' is another common mispronunciation, the stress being put on the first instead of on the second syllable. *Itaque*, *denique* and *undique* are invariably mispronounced by pupils and very often by Latin teachers. The stress should be on the first syllable in each. The rule that the accent is attracted by the enclitic to the syllable before it is ignored with these words since '*que*' has lost its enclitic value. Examples of the attraction are *egomet* and *hominumque*.

North country people should have little difficulty with the correct vowel sounds. Any teacher who has any difficulty should consult F.W. Westaway's book on quantity and accent. A remark of his in the preface is worth noting: "The wise schoolmaster does not, of course, worry his pupils with rules about the minutiae of Latin pronunciation. Nevertheless he does make sure that his own pronunciation is accurate. Then he has little trouble." (F.l.p.VI) It is necessary however that the teacher should be sure he is correct himself otherwise we may have as many different Latin pronunciations as there are dialects. Westaway has a very useful collection of mispronunciations in Chapter XII p.90.

CHAPTER V.FIRST YEAR LATIN.

In dealing with the Teaching of Latin it seemed to me to be best to take the subject year by year rather than to divide it according to translation and grammar etc., There are essential differences in the character of the work done in the first three years at least while the fourth year is dominated by the examination.

In the first year a large amount of grammar must be learnt if the strain always on the second year is not to be increased. It is in this first year that the pupil will make up his mind whether Latin is to be an interesting subject for him or a burden, or, perhaps, whether he will merely tolerate the subject for the rest of the time he is compelled to do it. Provided the pupils are not too unevenly graded this will depend to a large extent on the teacher. There is no solid reason to claim that the teacher should be himself a Classical Honours man. Not all Classical Honours men are teachers ! Granted, that further Latin study needs properly qualified men to teach it yet in the first year a man is needed who will infuse enthusiasm for Latin into his pupils. There is a remark of Montaigne's to the effect that men are nothing until they are excited. To no profession does this apply not ~~so~~ urgently than to teaching and to no subject more than to Latin. Let us therefore have an excited, enthusiastic Latin master for the first year at least. I have already

pointed out the very real danger to Latin of the stop+gap teacher (page 36) who is not particularly interested in Latin. I do not mean that the teacher should try all sorts of methods to make the lesson interesting. A straightforward method in the hands of an enthusiastic teacher who knows his subject is all that is required. It is a mistake, I am convinced, to try 'stunts' in class to arouse the pupils' interest, e.g. lining out where boys who answer move up or having competitions between sides or Houses in the class. I have tried these and others and I have satisfied myself that besides wasting much time these only afford a passing interest to the boys. Let the teacher get his interest out of the subject and the lesson itself. It will be the latter that interests at first and the good teacher is careful to get his class to feel that progress is being made. Do not stick too long at one page and push quickly but thoroughly ~~through~~ and confidently through the frequent oral lessons. So much for the teacher - it is helpful next to see what various authorities have to say on the first year.

Dr. Rouse and Mr. Appleton in "Latin on the Direct Method" (Y) are of little assistance here, but they aim at a knowledge of the accidents and syntax of simple sentences, the five declensions, Indicative Active and Passive of the four conjugations, common irregulars like eo and volo and a fairly large vocabulary.

W.E.P. Pantin recommends for Macmillan's Shorter Latin Course (in two parts) for a rapid three year course that the

pupil should go slowly at first. He demands that they aim at acquiring the habit of accuracy and that correct versions of sentences should be rewritten. He does not require that translation should necessarily be written but rightly insists that the Latin should be read aloud first. (H)

Bennett (A) has more to say. He asks for the usual amount - 5 declensions and conjugations etc., - but demands that, first of all, the beginner's book be systematic. A vigorous attack must be made on the fundamental grammar forms and the memory must be fully used. The paradigms must be as well known as the alphabet. It is only at the beginning that this is necessary. Later the pupil has to exercise "the reflective, the discriminating and the imaginative faculties." (A p.57). The forms must be mastered before use - there must be no turning up to the paradigms but doing an exercise will not teach the forms. Oral work is necessary here. In doing a sentence the pupil has many things to think of - vocabulary, syntax, word-order - and cannot concentrate on the correct form. Therefore Bennett demands Forms before Syntax. He considers the first year vocabulary should be small - 700 words. It is not clear whether he means these 700 only should be used and a certain number memorised or that the 700 should all be learnt. If the latter, I consider the number too high. Five hundred words is ample for the first year.

Bennett also points out the great difficulty in the

range of elementary Latin instruction. We cannot always (or indeed often) have the classes well graded and there is always the danger of the pupil who early fails to become grounded in the subject.

From these remarks it is obvious that Bennett is not in favour of the Inductive Method. Bennett, by the way, is the author of the book which should prove very interesting to teachers of Latin viz: "Syntax of Early Latin". (N)

Dale (C) points out that since the Second Year is essentially a syntax year the first year must do its work in giving the accidence. The accidence however must be learnt only when ready for exemplification by the syntax. I am not sure that this, although largely followed, has much to recommend it when pushed to the length of not learning, for example, the first declension until all the cases have been used.

In "Teaching High School Latin" Game asks for much provision of reviews and drill to be done orally. The vocabulary for the first year can be much more than 500 if we include words which have obvious derivatives like legio, labor etc., He raises the question of providing extra optional work for the brighter boys (for example in Roman History) but states that we must work fast. An easy reader is advisable towards the end of the year. He advocates a method (D p.68) of correcting exercises by sending out boys to the blackboard which would seriously interfere with his desire to get on fast.

W.H.S. Jones (B) stresses that the quantity of the vowels should be kept right from the first. He gives the usual

amount of grammar to be done in the first year and includes the simple adjectival sentence. He does not like to have the tenses at first when they are being learnt, but to wait for an appropriate context. I cannot see any point in this. He sees that great care is necessary in the first year to avoid frightening or disgusting the boys with Latin. "The first great principle" he states, "is 'example before rule'" (B.p.38) Then the rule is to be learnt and used. He objects to the learning of paradigms at first as he considers the boys don't understand the purpose. It does not appear to me that it is difficult to show them the purpose of the paradigms. He allows the use of the subjunctive in the first year, but only for wishes, modest assertions etc.,

The Reformers in Germany (O) who shortened the course from 9 to 6 years without loss avoided details in the first year grammar. The ordinary grammar was to be carefully learnt. All matter read and learnt was to be worked up again and again by reshaped translation into German and into Latin, both written and oral. Quantity was to be carefully observed. It is interesting to note the work of the first year remembering, however, that ten hours were devoted to Latin weekly. This is the syllabus :-

5 declensions) more important exceptions
4 conjugations.) and irregular verbs.

Deponents. Modal and defective verbs.

Composition. (oral and written)

Syntax for reading.

Vocabulary.

This prepared them for Caesar in the second year. The German boy began with a knowledge of grammar up to the compound sentence plus 3 years of French. His own language, was of course, also a great help to begin with. Careful coordination of subjects was carried out, e.g. Aeneid II with Lessing's Laocoon. In vocabulary, learning was with a view to the texts read, "nothing is learnt in futuram oblivionem" (O P 128).

In his well known little book L.W.P. Lewis states that a child's interest in his own progress is the great level -- "his joy comes from a sense of progress" (F.p.13). From this it follows that books must be used that show the child what progress he has made. The pace is to be slow but exceeding sure and the memory grammar must be kept ahead of the exercise needs. He insists that grammar is not dull and uses choruses for it. The verbs are to be taught as wholes and not in pieces. English grammar must be grasped before Latin sentences are done and he requires the parsing of every word at first before putting into Latin. He points out the necessity of insisting on the verb coming last, as a bad habit formed here is difficult to eradicate later. The subjunctive is to be memorised in the first year but not to be used. Lewis aims at the usual amount of first year work apart from this. He sees each boy personally for corrections. This is not always possible in a Form of 32 boys unless less written work is done. Macmillan's Latin Course Part I (E1) is the text that Lewis uses.

The Report of the Committee embodied in the "Classics in Education" has not very much to say specifically on the first year. It points out however that while the aim is to push on quickly to the Latin authors there must be a fair grammatical foundation, but even at this stage (i.e. in the first year) they hold that "a Reader consisting of Roman Stories simply told should be introduced as soon as possible as the basis of instruction". (P.p.170)

A high standard of accuracy must be required in the accidence and syntax and much oral work gives a sense of reality as well as saving time (if properly managed).

As I have before stated I have adopted "Latin for To-day" by Gray, Jenkins & McEvoy. It is based on the views expressed by Mason D. Gray which I set down on page. 17 . The objectives of this first year book are (1) by using connected stories from the beginning to train the pupil in "suspense of judgment". (2) to gain cultural and historical value from carefully chosen pieces based on various aspects of Roman life (3) to give practice in daily oral work in reading and translating at sight (4) to require only a good English translation but to give a last literal one to clear up (5) to test knowledge of subject matter by question and answer in either Latin or English (6) to stress value of definite vocabulary (7) to introduce few forms at first and to inculcate the habit of associating function (syntax) with form - form and function are learned together (8) to make the acquisition of knowledge of derivatives a definite part of the work. This book will be dealt with later again.

CHAPTER VI.A. TEXT BOOKS FOR THE FIRST YEAR.

It is not now a difficult matter to obtain good first year text books. There are several now on the market which aim at giving as much oral work as possible combined with information about the Romans themselves. Some of these books are illustrated, others are not. The latter sacrifice a valuable help both in imparting knowledge of the Romans pictorially and in assisting the translation. All the first year books incorporate reading material, exercises for translation into Latin and grammar.

Before discussing some of these modern books I would like to raise the point as to whether it would not be better for the accidence to be kept out of them. Could not the accidence be better collected together in a definite grammar book which would remain the boy's own property the full length of the course? As a rule the grammar book is given out in the second year and all the local associations formed by the boy in his first year are destroyed. It is not to be supposed that all the declensions, conjugations and adjectives need no revision after the first year. When the pupil has to revise in his new grammar he finds the paradigms set down in a totally different environment.

Few books are arranged with a view to using this 'local' memory. They generally have page after page of similar type and arrangement. If it were possible I would have the

'grammar' book devoid of all syntax. This could be contained, in the first year, in the class reading book. As a matter of fact it usually is. I am of the opinion that for the second year there should be a definite syntax book if a plain text is used for translation (Simplified Caesar or Caesar). In this suggested accidence book the matter could be carefully arranged in such a way as to make full use of local memory. It would necessarily be a small book and could be interleaved for notes and additions by the master. Remaining in the possession of the pupil for four years it would probably be ready for renewal then. Being small it would be cheap.

The grammar I have to be content with myself is, I consider, perfectly hopeless. It is "An Elementary Latin Grammar" by Arthur Sloman (G1). It contains 157 pages, but we only use up to page 78 in the course here. The remainder hardly even serves as a reference. Syntax is supplied by other means. After all the years I have used it only one page stands out in my own memory and this (p.16) is a collection of irregular nouns some of which are rarely needed. The custom of using large, cumbersome grammars is now disappearing. Even "Kennedy", good as it is, is going. Yet it is a useful book, certainly containing much more useful matter than many of the new ones. (H1). The accidence lends itself to easier memorisation and one can 'picture' the page. Kennedy's "Revised Latin Primer" is one of the

best grammars for School Certificate purposes that I know, one of its chief features in this respect being the lists of third declension stems (pp.20-21) and principal parts of verbs (p.98). Many new grammars, like Sloman, avoid these two features, but I consider their omission a decided loss.

One of the best printed grammars I have seen is Marchant & Watson's "Latin Grammar" (J1) published in 1931. Plenty of space is given to each declension or conjugation. As an example, it allows two full pages for the verb 'possum' (pp.56-7) and on page 9 a full page is given to 'puer' and 'bellum' with words declined like them. This is the type of book from which boys could remember whole pages visually.

Roby's School Latin Grammar is out of the question these days, but it is a valuable book of reference and either it or the parent book "A Grammar of the Latin Language from Plautus to Suetonius" by H.J. Roby should always be at hand or in the Library (L1).

Arnold's Basis Latina (X1) always struck me as exceedingly dull and uninspiring - due, probably to the lists of words and the uniform type. The irregular verbs, however, are well set out though it may be doubted whether "queo" is required for our purpose (X 1.p.83). The notes to the early lists of words are too numerous. The book is for 2nd. 3rd and 4th. years. Postgates' New Latin Primer (Y1) contains information for all but advanced students. I like the way the verbs are arranged in this book, with the moods in

in parallel columns. The deponent is done in full - first conjugation. The book is much more attractively arranged than the Basis Latina, the type being varied. There are many useful examples of case uses with the rules clearly explained.

After reading Sounenchein's "Unity of the Latin Subjunctive" I was rather disappointed with his Latin Grammar (CS). The accidence part in the front is perhaps more complete than most elementary grammars but the syntax part lays itself open to the complaint that it gives no scope for local memory. I do not like the syntax in this book any better than I do that in any other grammar book. There is an interesting Appendix to Part I (CS p.104) and I like the author's innovation in giving the Perfect Participle as the fourth principal part of the verb in place of the rarely used (and often invented) supine. This would be a sensible general adoption.

With regard to the first year, however, all the grammar required is generally included in the 'reader'. During the last few years I have given a trial to three first year books viz:

Macmillan's Shorter Latin Course (M 1)
 Bell's Concise Latin Course, (N 1)
 Latin for To-day. (see page 113)

The first two of these are very similar in some points. Neither has any illustrations. I disliked both the books intensely. The majority of the boys found little inspiration in them and I was not satisfied until I got rid of both.

Macmillan's Course has at the end only the conjugations

collected together. All the declensions etc. are treated almost as chapter headings as they are required. The result is that the boy scarcely knows where to look for reference. The exercises which form the larger part of the book are alternately Latin and English. Mr. W.E.P. Pantin, an examiner in the School Certificate Examination, was asked by Macmillans to write a rapid course for this examination. His reply was to the effect that this book under discussion seemed just what was wanted. It is a three year course book. There is nothing whatever in it to interest the boys in the Romans. Although the pieces of connected prose for translation from Latin contain stories from mythology and history, they are mixed up with other exercises of short sentences which give them the appearance of artificiality. (M1)

Bell's Course was better than this one. An unusual feature of this book is that all the grammar is collected at the beginning of the book and not at the end. It is arranged in the usual way but its third declension is quite useful. The exercises are not alternate, but we have first all the Latin exercises and then all the English. The exercises deal with Roman and mythological subjects but there are no continuous Latin pieces in the book except a few in dialogue form which are practically of the short sentence type. Both these books - Bell's and Macmillan's - differ greatly in this respect with the one I have now which has all the Latin from the very beginning in continuous form.

But there is hardly a feature in common as I shall show later. Neither of the two books under review give vocabularies definitely for learning. Bell's Concise Course contains a list of principal parts of verbs. Both fail in connecting Latin with our own language.

A very ambitious book (impossible of adoption on account of its price) which I considered is "Living Latin" published in America in 1928. It endeavours to base all the construction on continuous prose from the first. Each story contains the grammatical principle or form to be taught. The discussion of the principle follows the story. This means (preface O 1 p.VI) "that the grammar is a natural outgrowth of the connected reading". Grammar is no longer an end in itself. The exercises are varied and room is left for choice. Drill and Latin questions follow each exercise and also a lesson in derivatives. Each lesson is supplemented by interesting passages in ^{English} ~~English~~ on important phases of Roman private life which also form the subject matter of the reading. Definite vocabularies to the total of 300 words are to be learnt. The book, which is copiously illustrated, is attractive and obviously useful. It is very similar to the first year book I eventually decided on. The book however is limited to the first two declensions in the first of the two volumes although all the conjugations and even the irregular possum occurs. For this reason it is impossible for a first year set.

A book which aims at covering the course is published

by Wheaton & Co., Exeter, entitled "Procedite" by E. Hitchen (P 1) It is quite a useful book but does not collect the paradigms together. For illustration it contains about a dozen sketches. It has one great fault. Since it is a short course its vocabulary is almost exclusively Caesar and all the stories are of the military type. The boy using this book will have no idea that the Romans did anything else but fight the Gauls and Germans and invade Britain !

The number of new books designed for a three year course shows the tendency of to-day. Two more of this kind that I considered are

(Q1) Triennium. R.D. Wormald (Arnold)

(R1) A School Latin Course. F.A. Morrison. (Munay)

In the former book the accidence and syntax are learnt before being introduced into the Reader. Great importance is attached to the analysis of the sentence. The Reader is arranged at the end of the book separate from the English and Latin exercises. It consists of 14 pieces mostly on ancient history but containing one on Alfred the Great as a boy. This continuous reading is not to be begun until after Exercise XXVII and each of the 14 pieces is to be taken in its place after so many exercises have been done. This sadly breaks the continuity of the reading. The subject matter of the exercises is very stale and no attempt is made either to connect the work with English or to give an impression of Roman civilisation.

The second book - by Morrison - is a contribution from Scotland. The author is headmaster of Robert Gordon's College, Aberdeen. It is very similar to the previously mentioned book in arrangement of the reader but the subject matter of the stories is little better. The author deliberately leaves out lessons on derivatives as he considers this should be left to the teacher. He requires the definite memorisation of the vocabularies. Neither 'Triennium' nor Morrison's book is illustrated.

Several other first year books were examined and considered. An old favourite that I have had to admit unsuitable for first year under the prevailing conditions is Hillard and Botting's Elementary Latin Exercises (S 1) It still has one great point in its favour - it leads up to one of the best of the second year books viz: North and Hillard's "Latin Prose Composition" of which I have much to say in the second year discussion. Another book of the old type is worth mentioning as the first year part of a very useful second year book. This is Ritchie's first Steps in Latin (T 1)

I do not know when Ritchie's First Steps was published but my old copy is dated 1910. The style of this book is very similar to Hillard and Botting and one of the newest four year books (U 1) is similar to both. This is the Clarendon Latin Course (Clendon & Vince) 1931. These three books all begin with simple verb exercises for translation, e.g. Translate :

1. Portatis (U 1 p.11)

2. Dant.

1. Cantat. (T 1 p.11)

2. Pugnas.

1. I work (S 1 p.3)

2. We love.

Continuous reading occurs only in the Clarendon and is not available for the beginning. Hillard and Botting refers to Kennedy's Primer for all the paradigms but the other two have the grammar in the one volume. The scheme of verbs is attractive in the Clarendon. What I like about these three books is that the new grammar is presented before the pupils in definite form on the left hand page while exercises are on the right. They all fail in giving any historical or cultural matter and in leaving out continuous reading as a basic part of the course. Finally, as an interesting comparison with the exercises quoted above (all exercise 1) here is the first lesson in the book I have adopted -

Discip^{uli}~~is~~, picturam spectate (Pupils look at the illustration). Pictura est tabula Europae antiquae. Ubi est Britannia? Ubi est Gallia? etc.,

Romani (The Romans) in Italia habitabant (lived)
Germani in Germania, Britanni in Britannia habitabant etc.
(One Genitive is translated in the notes)

After the first exercise very little English is supplied in parentheses. There is no comparison in the interest likely to be shown in this book and the others. None of the three books criticised above is illustrated, whereas this last one is copiously and sensibly (i.e. convincingly) illustrated. Further reference to this last book ("Latin for To-day") occurs in the following chapter.

B.The Teaching of Latin in the First Year.

Influenced by a careful study of many of the books available on the teaching of Latin I set about to discover a first year text book which seemed to me to be the ideal modern book - a book which set out to give a thorough grounding in the necessary grammar, but which also provided ample material for historical and mythological illustration and for an understanding of the Romans themselves - a book which further, made some attempt to connect Latin with English. Such a book seemed to me to be "Latin for To-day" by Gray, Jenkins and McEvoy. The book is based on "principles evolved by Mason D. Gray as a result of long and painstaking research into the methods of teaching Latin". (R preface p.V). His first year book at any rate provides a course which serves the purpose of the University Honours pupil and yet is equally attractive to the pupil whose objective is the School Certificate.

I quote the following from the preface :

Connected Latin is introduced from the outset, and pupils are trained to take in the thought of a Latin sentence in the Latin order before translating. Every teacher who has been aware of the sudden slackening of pace in passing from the elementary reader to the long sentences of Caesar, Livy or Cicero, has tacitly recognised the importance of training in what the old philosophers called suspense of judgment. The traditional method of picking out verb, subject and object only increases the difficulty. The Roman boy, we may be sure, held his mind in suspense until the end of the clause. That is the method practised from the beginning of this book. When unprepared translation comes to be attempted, the gain in facility is evident.

The vocabulary is of the kind essential for the later stages of Latin prose. New words are first met with in an enlightening context, from which, and from the light thrown upon them by related English words, pupils are encouraged to "guess intelligently" at their meaning.

The applications of Latin to English are constantly emphasised in order to strengthen the English vocabulary, grammar and orthography. English derivatives are treated systematically, to the great advantage of the English, as well as the Latin, vocabulary.

The Latin translations deal entirely with Roman life, traditions, heroic legends, and with classical mythology. The illustrations enhance the interest of the translations, and, wisely employed, they offer useful clues to the subject matter. At every point the pupil is helped to feel that he is in touch with a great civilisation which has left its imprint upon his language his thoughts and the world in which he lives.

I tried this book first with a set of "B" boys and found it very good indeed. This year I have secured an "A" set and now half way through the year I feel that it easily surpasses any book I have hitherto used. While following the general plan of the book the teacher has ample opportunity for using methods of his own. Each lesson is arranged -

1. Piece of connected Latin (interesting and useful).
2. Notes on grammar, allusion, custom etc.,
3. Grammar.
4. Vocabulary (words to be learnt underlined).
5. Application of Latin to English.
6. Drill and Review (including oral and written exercises)

At the head of each new lesson (reading) are about a dozen words for rapid parsing).

Each new piece is gone through without any preparation.

The sentences are translated mentally as they come without any looking for the verb and only as a last resort are words looked up or given by the teacher.

The ground covered (with one exception) contains what I consider the first year work i.e. five declensions: four conjugations and capio; verb "to be"; adjectives and their comparison: quis, ^{ille}~~illi~~, hic, is, ipse, ego, ^{tu}~~to~~ and se; relative pronoun; comparison of adverbs; "Se" introduced for Indirect Statements is the one I object to at least for "B" boys. The Accusative and Infinitive is not the easiest of the 2nd. year constructions.

The grammar is collected at the end of the book. Unfortunately, the third declension is very scantily represented and the fifth declension although represented is not actually used in the text. Such is the text book we use in the first year.

From the very beginning it is important to aim at the definite learning of the paradigms. Although I allow boys to look up words when doing an exercise rather than leave a blank I find that, by only allowing them to do the exercise when they know it through a preparation and sound knowledge of the paradigms concerned, they soon get into the way of relying on their own efforts. Very often this continual looking up of words so common in the usual Latin exercise class is only done by the boy to satisfy himself that he is correct. The declensions therefore must be learnt and I have them learnt

backwards too. There is no difficulty in this. The boy simply has to close his book when learning and try to "picture" the paradigm. By this method I consider they also develop the power of 'local memory'.

I do not always consider it necessary to test the paradigms in class individually. The whole class go through them in chorus and one can easily see if any further test is needed.

In dealing with the adjectives I follow the usual custom of learning "bonus" across e.g. bonus - bona- bonum - although there is not any great value in this. The required case and gender of the adjective is easily and quickly obtained once the first two declensions are known.

I have often thought that it would be a good idea to have the declensions differently arranged leaving the third to be done last. The first and fifth declensions present no difficulty. They are the feminine declensions, too. The second and fourth could go well together as masculine and neuter (disregarding the feminines at first). The third declension, with its stems, genders and genitive plurals is by far the hardest. On the other hand once the third declension is mastered the pupils come to the fourth and fifth with a sense of relief.

While the declensions are learnt as homework the verbs I have done mainly by chorus work in class. I take the first ^{two} ~~two~~ (voco and moneo) and explain the stems and thereafter rest content for the first three tenses. I do not trouble

about the perfect stems until we meet a perfect tense and then I take the principal parts. The third and fourth conjugations taken together are similarly treated. Special warning is given about the futures of these last two.

The subjunctive mood is not mentioned in this year. As they are not going to meet it in their reading (not even in 'wishes') there is no sense in learning it. There is quite sufficient to do in learning what they actually need. The participles, gerunds and infinitives are also omitted except of course, the Present Infinitive.

A little Volume (V 1) is published for teachers as a guide to the method to be used with "Latin of To-day". While being useful it often fails to be practical. What one teacher can do in a lesson another cannot. It is amusing to read (V 1 p.30), "owing to the fact that the fourth and fifth declensions often come at the end of the school year they are frequently imperfectly learned and become a stumbling-block in later work." Yet, in the text-book the 5th declension is left without an exercise in which it is used ! The actual use of the text-book is therefore left to the methods of the teacher. All short cuts to learning the grammar are the teacher's own affair - and short cuts are needed to leave time for the more valuable part of the course.

Before going on to discuss more detailed methods of instruction, I give first a specimen lesson from the ninth week of the first year set. This was Lesson XXI and the reading matter in which a Roman boy describes his city home is

illustrated by a picture showing the atrium (with impluvium), the tablinum and the peristyle beyond. The pupils have already had a lesson on the peristyle. The lesson contains 22 lines. First of all the possible parsings of the words at the head of the piece are quickly given and then I read through the lesson which is immediately read through again by two or three of the boys. I generally arrange it so that one of the boys is one of the better ones and another one of the poorer ones. The same system is followed in having the piece translated which is then done twice through. No word is looked up and if the translator is beaten the others volunteer the meaning. Certain words have numbered references to the notes, but we do not even ^{use} these unless the reference is to some aspect of Roman life or history. Although the boys from the first have heard nothing about 'looking for the verb first' and always get the sense by reading and taking the words as they come they never read aloud intentionally in the Latin order. Sometimes in their eagerness to go straight ahead a noun is translated before they have seen that it is the object. An example occurred in this lesson. The boy who was translating came to "nam multa cubicula habemus" - for many bedrooms - where he stops and begins correctly "For we have many bedrooms". In such cases I never pull them up even in longer sentences for they always realise that when the verb comes they have misplaced the subject and object and they correct themselves. When the piece has been translated twice I leave it although

the authors advise that it should be read in Latin altogether. I leave this until later and push on to the new grammar. A new rule occurs - in the Ablative. This is explained formally (they have had several examples, one occurring as far back as the first lesson) and the rule is written up in a note book which is referred to later (p 120). The notes are then gone through with a short talk on the Roman house an easily-understood plan of which is given in the notes. This part is not unduly hurried. An exercise on derivatives is ignored for the present and we do orally or on the black-board a short exercise on " in + Ablative", but also containing " in + Accusative", " ad + accusative", and the Dative. This shows whether they have grasped the new rule. A short exercise on prepositions is then done orally.

Thus far we have used a half hour out of the three quarters (this is an "A" form). The remaining quarter hour is spent in preparing the English into Latin exercise and for Homework is set a revision of the 1st. and 2nd. declensions plus 4 new nouns as vocabulary and learn the new rule.

They have learnt in the lesson what a Roman city home was like, a new rule - " in + Ablative", something about the duties of the slaves and the 'janitor'. They have had a translation of 22 lines and helped to prepare an exercise which will be done in the next class. During this next class, before beginning the exercise, the translation will be done again as before (by different boys) and the whole

piece will then be read through by myself followed by a reading of the class altogether. Particular attention will be paid to grouping the words in their proper thought units. Then, and not till then, will the derivatives be done. I have found by experience that this part is best left until the end when the boys are more familiar with the new Latin words. This particular exercise required them to give as many English words as they could derived from *culina*, *domus*, *medius*, *pulso*, and *malus*.

Finally, the English into Latin exercise is done to complete the whole Lesson XXI. The procedure is modified to suit each lesson. Sometimes there is no exercise and at other times it is done orally. Occasionally a whole lesson will be completed in one class, while another may need three or even four class periods. It is sometimes necessary to devote a whole period to grammar.

(a) The Note Book.

A small note book is supplied to each boy into which are copied all new rules. Each rule occupies half a page so that room is left for examples to be inserted by the boys as they occur. This part is left to their own choice and the note books are inspected twice or thrice a term. It is not until towards the end of the term that very much is put into them. The note book is to remain the property of the boy while he does Latin and is especially needed in the Second Year. Its object in the first year is to keep together all the syntax

rules as well as helps that I give them on various points such as genders, genitive plurals of 3rd. declension, etc.,

(b) Translation.

This is a very important part of the work. Our object is to familiarise the boys with connected Latin from the beginning. Every effort is made to get a translation without looking up words. Intelligent guessing often comes to the rescue as a last resort. No attempt is made to take the verb first and I have found myself that this does not make the translation any more difficult at first as has been said. The earlier pieces use only the verb 'to be' where the difficulty is overcome at once by common sense and so the pupil is familiarised to the 'verb at the end'. When the oblique cases occur I endeavour to train the pupils to keep in mind the possible meanings and relations e.g. I often interrupt a boy reading with the remark, "probably the --?" when he comes to an accusative. The answer 'object' is always given. If there is a preposition, a request for the rule may be put when the syntactical rule (ad + Accusative) - motion to or place whither) or simply 'prope with the Accusative' is given. Very soon the accusative for the object is detected instinctively. Once this has been attained the process involved is applied naturally to the other cases which are not introduced in too great a hurry.

A literal translation is never accepted from a boy unless it is good English. This, of course, is of the utmost

importance but when a boy hesitates and cannot translate he is allowed to take it literally to help him out. In actual practice, as a rule, in the first year the literal translation is the harder to get with boys taught to translate as shown above. As an example of this, the following sentence occurred - "Quam difficile est verba poetae in memoria tenere !" This was translated without hesitation, "How difficult it is to remember poetry !" For the reason that I wished to draw the attention of the class to the infinitive 'tenere' I asked for a literal rendering. The boy could not fit in 'verba poetae' with 'tenere'.

I have another method to help the stumbler out of a difficulty with words like "eius" and "cuius". If I ask what these words are from the answer is almost invariably correct - "is" and "quis". The trouble is, at first, that they confuse these genitives with the datives. Instead of asking the boy himself to give me the case (which he could probably soon do) I have the whole class decline the word right through and ask the boy for the case then. This puts in a little chorus work.

In reading Latin it is essential not only to get the correct pronunciation but also to have the word groups read together. This is a sure test as to whether the boy is understanding as he is reading. It is not necessarily a test of his ability to translate, however, as I have often found. I aim at getting them to read somewhat as follows : "Heri -
ego et patr^urus meus - in ^uirco Maximo - aderamas." The

dashes only represent very slight, almost unnoticeable, pauses.

One of the commonest mistakes I used to have was the translation of plurals as singulars. This occurred especially with the Accusative and the same mistake was apparent in the English into Latin exercises. I traced this to the fact that, when enquiring a case either English or Latin, I had been content to accept the name of the case only without the number. I therefore began to insist on the number being given, e.g. Accusative plural etc., The fact that it took me several weeks to make a satisfactory improvement only goes to show how hard it is to eradicate a habit at this stage. Whenever a boy gave the case only I used to reply, "Half an answer !" and I used to guarantee at the beginning of the class that some boy would do it during the lesson. This made them eager to avoid making the mistake and eventually the difficulty was overcome. I made sure that subsequent years did not see a repetition.

The method used here for translation - without looking words up - is the best training for unseen work later on. The pupil becomes accustomed to tackling the piece without help, his work on derivatives gives him a much wider knowledge of his own language and moreover trains him to spot words in the unseen passage that have English derivatives. He is unlikely to be content with the mere adoption of these when he is accustomed to giving a translation in the best English he

can command. Even when a word finally eludes him his guess, guided by the context, will generally be near the mark.

Arnold in his *Basis Latina* (X 1 p.6) draws attention to the powerlessness which a boy feels when he is hurried in his second year to translate Caesar when he has only a scanty knowledge of the elements of Latin. Arnold, of course, aims at language first and literature next. He does not believe that Caesar is to be used to learn Latin with. As a rule this is the fate generally in store for Caesar. This, at any rate, is the view expressed in "Principles of Secondary Education" edited by Paul Monroe where it is stated definitely that we are reading Caesar only to learn Latin (B 2 p.400).

The early introduction to connected Latin and continued training in 'suspense of judgment' from the very beginning will make Caesar less of a task.

(c) Exercises.

The exercises based on the reading matter are of two kinds -

1. Short exercises of various kinds to illustrate the new grammar,
e.g. inserting cases after prepositions,
or filling in blanks in short sentences,
or translating italicised parts of sentences
or phrases,
2. The ordinary English into Latin Exercise consisting of about ten to twelve sentences.

Whether or not our ultimate aim is to teach the correct writing of Latin Prose these exercises have a distinct value

of their own. Their immediate purpose is to test the pupils' knowledge of the forms and his ability to apply the knowledge. This is a valuable mental discipline but only so when strict regard ^{is} ~~to~~ paid to accuracy. This is the keynote to the exercises - accuracy; and definite steps must be taken to form the habit. The new rule is learnt thoroughly and then the application of it is a logical process. The pupil has to ask himself for example, What case is this and why? If the first is wrong the reason will not be forthcoming. The ability to give the reason implies a knowledge of English grammar.

It is necessary then to be sure of the English grammar first. The time spent over this will vary with each class. An "A" class of boys will at first need little assistance. The Subject - verb - object relation is not difficult to this type of class, but is remarkable how little English grammar can be known by the other - B or C boys. The writer has said that the object is naturally easier to be understood than the Complement. This may be so, but I think, since there are in the aggregate in their exercises far more objects than there are complements, that mistakes are made by failing to notice when a complement occurs. It is therefore all the more important that the habit of self-questioning as to case and reason should be inculcated early.

Lewis is very definite that all the first exercises should be parsed by the boys before translating into Latin. I think he

overstresses the point. Let the master go through the exercise himself with the boys either orally or putting the translation up on the blackboard. A reason must be given for every case and the number must be required always. During any preliminary work like this I insist that all note-books be open for reference so that all care is taken to prevent an oral mistake. It is quite right to do the exercise thoroughly before setting the pupils to it so that mistakes later are reduced to a minimum but this can be carried too far. It must not be overlooked that boys at this stage have good memories and there is no point in doing the exercise so well that the boys can remember phrases and even sentences. The object of the sentence is to test their knowledge of the forms and to instil the habit of accuracy in thought and in writing. There are other methods of memory-testing in Latin. Do not therefore overdo this exercise preparation. If it is done carefully, each boy seeing the reason for each step, then the fatal red ink dreaded by the boy (and Lewis !) will not be necessary.

It was always my plan to have part at least of all the exercises written out by the boys. I did not care to do them orally here and there and pass on. It happened that the local H.M.I. once was present during a lesson and afterwards suggested, while discussing this new book, that it was not necessary to have all the exercises written. He pointed out, that even if, for example, exercise 5 were omitted altogether

when the boys reached, say, exercise 8, they would find on looking back that exercise 5 was easy. This idea seemed reasonable and I promptly put it into practice. At the next term examination the only weak part in the papers was the written exercise ! So I have now gone back to the old method and have as much as possible (in the time) of the exercise work written out. Here again the much quoted Report on the Classics shews its soundness on page 144, " Nevertheless it is vital to check at every stage the oral by written work; otherwise, that absolute sureness and accuracy which is the most important object to be aimed at in the first stages of learning a language will not be attained."

With reference to the text-book I use in the first year I do every exercise in the book with an "A" set, but with a "B" set I do not finish the book. The shorter type of exercise mentioned in (1) page 124 is nearly always done orally. Occasionally some of them may be done on scrap paper in pencil to arouse a competition among the boys, but they are never done in the exercise book. As a rule they are done "round the class" and they are quite popular.

I make the written exercise popular among these younger boys by marking very strictly and yet enabling all the boys to get a fair number of marks. As an example, in an exercise of ten sentences 3 marks to each sentence gives a total of 30. 'Very good' is reserved strictly for the total 30 out of 30, and 'Good' goes no lower than 28. There is keen

competition to get the total. A chart or graph is kept on the wall and the total number of boys obtaining 28 and over is graphed. The course of the graph is keenly followed and if it drops I have the reason from the boys themselves. The reason is ready long before I am ready to take it. The worst boy in an "A" set will rarely get less than 19 out of 30. After all, 19 is not a bad mark for the weakest even although more marks are allotted to some sentences than they are worth. What I mean is that all the sentences carry 3 marks but about half of them hardly deserve it. One mark is deducted for each mistake.

As to correcting, every boy is to see me personally at some time. I mark the books individually as the boys finish in turn. Too much time is not allowed for corrections and it is rare for a boy to require two attempts at correcting. As he is with me when the first marking is done he has to tell me his mistakes himself. What of the quicker boys while the slower ones are being marked and are doing corrections? During the first term they spend the time revising and reading the notes or even going through the next lesson. After the first term I allow them to study a set of Bell's Latin Picture Cards or to copy suitable illustrations of Roman Life to be put up on the wall. I have a special rail for these running the length of the class. These coloured picture cards illustrating Roman Life are very popular (W 1) although the Latin on the back is too hard for the boys to understand, especially the

colloquium. With regard to the drawings made by the boys I have one up at present (copied from an illustration of a discovery at Pompeii) showing a Roman soldier's caricature of an officer. Others show Roman brooches, swords, a bulla, a ship, a temple, a plan of a house and a plan of Borcovicus.

(d) Syntax.

Syntax, while always important, does not loom largely in the first year. Its place is the second year. Nevertheless, there are certain very important rules that occur. I very soon can point out to the boys that they are learning rules which they can actually gain marks for in their School Certificate Examination. This acts as a great encouragement. Just glancing, for instance, at the School Certificate Latin I paper for July 1933 the following occur which they meet - comparison of piger and elegans, Vocative case, mecum, principal parts of cado, traho. Not very much, but, at least, something to act as a spur.

The syntax required in the first year is -

1. Subject and Object.
2. Complement.
3. The Concord, Number, Gender.
4. Questions (a) Interrogative Pronoun.
(b) - ne
(c) noune.
5. Apposition.
6. Vocative - Genitive.
7. Indirect Object.
8. In + Ablative and Accusative.
9. Passive Voice.
10. Ab + Ablative (agent) Abl. instrument/means.
11. Tuus and vester.
12. Ad + Accusative.
13. Suus, eius, eorum.

14. Cum + Ablative (mecum etc.)
15. Ex + Ablative.
16. Ab + Ablative = from.
17. Ipse and se.
18. Tune "how long".
19. Time "when" / "within which".
20. Cum + Ablative = manner.
21. Preliminary discussion of Participles.
22. Relative Pronoun.
23. Simple Indirect Statement.
24. Imperative and noli.
25. A number of prepositions.
26. Medius etc.,

Others often included in the first year such as "quam" and the ablative of comparison and the construction with names of towns, domus etc., are left out of my text-book. They are dealt with in the second year. Many of the older first year books include much more syntax than is given here. Constructions often included are, in addition to comparison and locative etc., use of participles, subj^{unctive} in exhortations, "cum" meaning since, deponent verbs, copulatives and Dative verbs. Such books (e.g. Hillard and Botting) make much less provision for translation, and have therefore more time to devote to the syntax. I should point out that a much greater amount of time than usual is devoted to the translation in my first year. The exercises are not neglected but perhaps fewer syntax rules are covered. The idea behind this is to lessen the great difficulty experienced in the second year with the translation. This is discussed in the next chapter.

While there is nothing very difficult in the first year syntax there are some rules which have to be carefully taught. It must be assumed from the beginning that nothing is to be

taken for granted in the way of English grammar. An "A" set will have no difficulty but a "B" set very definitely will include boys who are weak. So that from the beginning the simple relations of the Subject, verb and object must be clearly understood. There is really no difficulty here. Possibly, as I have mentioned before, the idea of the Complement is more difficult to the boy. It is a fact that they seem either to forget the rule or to be unable to recognise the verb "to be". My text-book introduces the forms "est" and "erat" in Lesson I but no mention is made in the rules about the verb "to be". After one or two lessons the accusative is introduced for the direct object and exercises are set on the rule. It is not until Lesson XIV that the rule appears "that the verb 'to be' takes the same case after it as before it." Previous to this, although the Complement has often figures in the reading, it was ignored in the exercises. I think this serves a good purpose. They are familiar with the complement long before they need to use it. By insisting from the beginning in the oral preparation for the exercises (as well as when the shorter types are done orally) that a reason must be given for a case the boy acquires the habit of doing it himself. I always ask for the reason for a case whether the boy is correct or incorrect. It is useless to be content to demand the reason only when a wrong answer is given. If the pupils know that a demand for a case reason is only or generally made when the wrong

answer is given they are often content to have a guess and correct themselves when the reason is asked for. It is a small point of procedure like this which makes all the difference in inculcating the habit of accuracy and preventing habits of careless thought.

The concords present little difficulty. A too frequent use of the third person should be avoided as confusion is caused when the first and second persons are required. The agreement of adjectives is simple at first in the first declension especially when the adjectives are given in the lesson vocabularies in the feminine form. One result of this is that the habit of giving the feminine when an adjective is asked for persists for some time after the second declension is met with. I always warn the boys from the beginning that, although they will soon realise that they have only to make the adjective end like the noun at first, they must know that it is not really the ending that matters but the agreement. Practice in this is soon available with the masculines "nauta", "agricola" and "po^elta" which prepares them for the adjectives in -er (miser) and also the second declension itself.

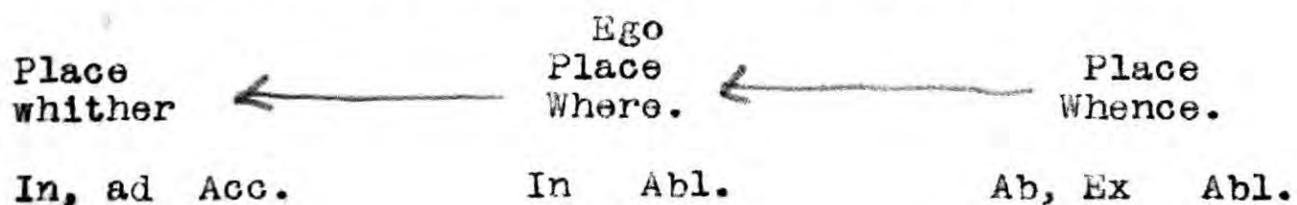
My class book introduces the interrogative "quis" and the enditic "-ne" very early. "Ubi", too, is in the first lesson. The plural and accusative as well as the neuter of "quis" soon follow and "nonne" is reached before the end of the first term. The whole method is presented at once,

"num" being omitted. The pupils are told that whenever they have to translate (into Latin) a question they have simply to get the 'question word' "quis", "ubi" etc., If there is no question word they must use "-ne" and if there is a 'not' in the question the "-ne" is put on to "non" at the beginning of the sentence. The position of "-ne" is, of course, made clear. No mention is made of questions expecting the answer "yes" or "no". It is not necessary until "num" occurs when the whole rule is revised. This is in the early part of the second year. There is only one difficulty in the case usage in "quis" and this is in the neuter singular. A preposition or the form of the word in English (whom, whose) gives the clue in the masculine or feminine but 'which' and 'what' are traps for the younger boys. I always used a definite plan about this in dealing with the Relative Pronoun where the same difficulty occurs. I have now taken advantage of the early introduction of the interrogative to show the pupils how to be sure about the case of 'which' and 'what'. This is simply done by a process of elimination. The brighter boys do it mentally and quickly and the slower ones have a check on the result. The method is much more useful with the Relative Pronoun which is harder. As an example take the sentence, "What is the Roman lady telling?" The pupil finds his verb and then the subject. In this sentence, having done this, there is no other case left for 'what' but the Accusative. He then tests it as the object. Prepositions

would give him the case at once. Of course, at this stage the boy simply puts down "quid" and is correct as to the form but he must be able to state the case. The difficulty is, as I have said, greater with the Relative Pronoun where the possible forms differ more.

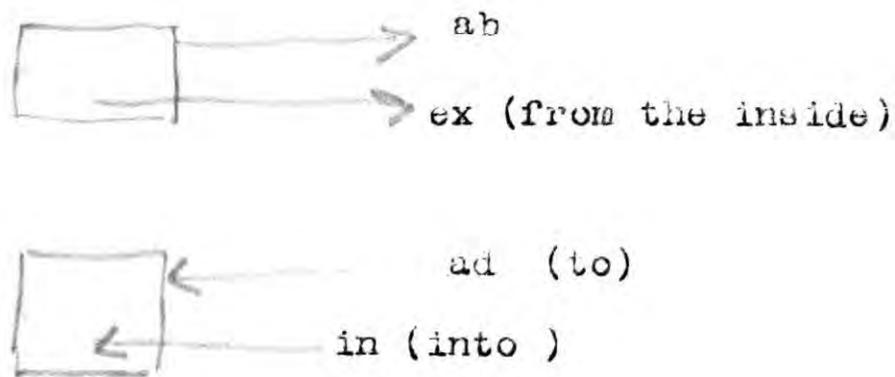
Apposition presents no difficulty especially if a careful eye is kept on the punctuation. The vocative and genitive (of possession) are easy. A little English revision is necessary with the position of the apostrophe denoting possession.

Then comes the Indirect Object, not of itself difficult but a great trap for the unwary when "ad + Accusative" comes along. I take the two together and, having explained the general principles, I point out that the Dative ("datum") only comes after a verb of giving, showing, telling and saying. This is not by any means complete but, long before they need to modify this, they are familiar with the Indirect Object. After we have met the rules for "place whence" and "place where" the three are illustrated by a diagram in their text books. Since this diagram is always very confusing, I give them a simple one for their note books, viz:



The differences between "in" and "ad" with the Accusative and between "ab" and "ex" with the Ablative are pointed out.

They are illustrated as follows :-



The rule for 'time how long' never presents difficulty but 'time when' keeps cropping up with a preposition. Personally, I teach the boys that all 'time' is Ablative except 'time how long' which is Accusative. There is no need for niceties of 'time within which' at least in the first year. "Cum" with the Ablative expressing accompaniment is easy but the rule must not be stated so as to exclude the Ablative of Manner. Care must simply be taken to distinguish them from the Ablative of Means. The latter again must also be separated from the Agent. I have discovered no short cut to an understanding of these cases used with these prepositions. Constant oral practice is needed. With regard to these cases I have adopted the principle used in Mathematics, i.e. multiplicity of examples. I keep giving examples whenever the opportunity occurs. This is often during an exercise when it is being put on the blackboard. Any one of the cases serves as an excuse for the rapid firing of half a dozen or so at them.

The Passive Voice presents difficulty but the English is

at fault. There is nothing in the Latin Passive - it is easily learnt and care is needed only in the Perfect tense agreements between the participle and the subject. The continuous tense (e.g. the shield 'is being held') is troublesome unless the continuous tense has been often used in the Active Voice. I have found that trouble with the Passive voice need not delay the class. We can push on with the probability that facility will soon come. But a thorough lesson must be given in the English as soon as it is met with.

The distinction between 'tuus' and 'vester' must be seen. The natural inclination of the average boy is never to use the first in the plural nor the second in the singular. They forget they are adjectives and that choice depends on the number of persons spoken to. Much help can be secured from the French here by comparing with "ton, ta, tes", and "votre, vos" but the French does not clinch the matter since the two languages are not the same in actual usage e.g. "votre" being used where "vester" would not be in Latin. However, the French serves to give the principle.

One of the most difficult usages to teach in the first year is involved in the distinctions between "eius (eorum)" and "suus". The same difficulty exists with "ipse" and "se". The idea of the reflexive has to be carefully taught. It must be shown that 'accompanying the subject' is not the same as 'referring back to the subject'. At first, the

pupils insist on using "suus" when the Nominative case is accompanied by 'his'. I have so much trouble with these that as a rule, for the purposes of the exercises only, I leave them over for the second year to be done along with the Accusative and Infinitive with which construction they have much in common.

With regard to participles, which are met towards the end of the year, I am content if the boys can translate them from Latin but I take the earliest possible example to begin, telling them that the Perfect Participle is Passive in Latin. In the exercises, where the participles occur they are of the simplest type viz: past participle qualifying either the subject or the object. I am a firm adherent to the method advocated by Lewis (F page 76) (which I have modified and simplified to suit my own methods) for the treatment of the Latin Perfect Participle and this I defer until the second year.

It saves a great deal of trouble later on if all the prepositions met in the first year (only common ones occur) are carefully noted down with their cases. I have a special page set apart for this in the class note book. As a matter of fact it is a double page = one side for Accusative and the other for the Ablative prepositions. Prepositions which take either case occur twice, therefore, and are underlined.

Only with two Latin sets in the first year have I been able to reach the end of the book with sufficient time in hand to start what I consider second year work. On the

first of these occasions I went on to Final Clauses in order to have a construction for the Subjunctive. The present text-books finishes with an introduction to the Indirect Statement. As only the simplest examples are given the real work is in the second year.

The imperative I introduce very early for the sake of what oral work we can find time for. It is exceptionally easy - the only trap being with the 3rd. conjugation. "Fac" and "duc" etc. are omitted. For the negative we use "noli" or "nolite" with just a simple explanation of the literal meaning to account for the infinitive after them. Needless to say, only the present active imperatives are used.

The Relative Pronoun is perhaps the most important construction learnt in the first year - if, indeed, it is not the only work which can be dignified with the title of 'construction'. The rest of the work only involves syntactical rules of cases etc.,

I remember as a boy at school having a great difficulty myself with the case of the Relative Pronoun. I was taught to find it by substituting a demonstrative pronoun for the relative e.g.

This is the house that Jack built.
This is the house; Jack built it.

"It" is the object and takes the place of "that" which must therefore be the object. I use this method but I always supplement it with my method of elimination previously used for the neuter interrogative. The boy must proceed as

follows: - having found his relative pronoun he has little difficulty with it if a preposition is before it. If not, then the form 'whom' is the object and 'whose' the genitive. (Such a sentence as "This is the man to whose son I am giving a present" really does not spoil the method as it is seen at once that "to" governs "^{Son}boy" and that "whose" is the genitive form). This procedure narrows the issue to the words "which" or "that" and if the pupil is at all doubtful about the case of these he must -

- (1) Find the verb in the clause.
- (2) Find the subject.

If he finds a subject other than the Relative then there is only the Accusative Case left for the Relative. I have found that this is the surest way in dealing with 'which' and 'that'. The steps must be in the definite order - find the verb first and then the subject.

The agreement of the Relative in gender and number with its antecedent is fairly easy to understand. The antecedent is easily understood. We get some fun out of "auntie" as we call it in class. It was quite a common and audible remark - "What will auntie say?" in my last year set when the agreements went wrong. They must agree with auntie ! In the whole of the first year (and indeed the second) it should be borne in mind that we are not dealing with mature minds but with young boys who like a bit of fun now and then. And again, I find that many of the 'gadgets' used in class that go very well are uninteresting, sometimes silly, when written

down or taken away from the atmosphere of the classroom. A very common mistake or rather confusion is to distinguish between "semper" and saepe". Boys know they mean "always" and "often" but cannot remember which means which. An easy way to remember is to note that those which correspond have the same number of letters, i.e. "semper" and "always" have six and the other two have five. "Semper idem" helps most of them, too. All possible short cuts towards memorisation must be used. The time saved allows opportunity for more interesting and valuable study such as work on derivatives, history and mythology.

(e) Vocabulary.

It seems to me that two things should be aimed at in the first year with regard to vocabulary -

1. A number of words must be definitely memorised.
2. The words memorised should have some relation to the authors to be first studied, but need not slavishly be limited by this.

The number of words actually known by the pupils will be in excess of those learnt by heart. This number learnt should be somewhere near 500 and must not be haphazardly chosen.

I suppose the author in view will be Caesar. It is generally the first book studied and, further, one of the Certificate unseens is often a piece of Caesar or an author with a similar type of vocabulary. It is said that approximately 2,000 words might be committed to memory in a four year course (see Basis Latina quoting Lodge's Vocabulary of

High School Latin. (X 1 Intro. p.1)

I used to have definite sections of words set as homework during the year and I kept a list of what I considered should be known. At the end of the year I used to go through this list testing the boys and pointing out words that must be noted. The list was not taken from any book but was made originally in alphabetical order from what experience showed to be desirable. I used to alter it every year adding a word here and there, but with a fixed limit of 500 words. When the limit was reached further words that seemed to be necessary were substituted and others dropped out. I had in mind the idea of gradually building up a complete vocabulary of about 1700 words in the first three years. The second year list was never really satisfactorily drawn up owing to changing text books. Here is the first year list we decided on :-

A first year vocabulary.

A.

ab	aestus	aperio
abeo	ager	appropinquo
absum	agger	apud
acer	agmen	aqua
acies	ago	arcesso
acriter	agricola	arma
acutus	ala	ars
ad	amicus	arx
adeo	amitto	as
adventus	ano	at
adversus	ancora	Athenae
aedifico	angustus	Atque
aetas	animal	auctumnus
aestas	animus	audacia
aestimo	annus	audacter
	ante	audax

<u>A.</u>	audio auris aut autem auxilium.	<u>C.</u> cras creber credo cubile cum cupidus cupio cur curro currus.	<u>E.</u> esse et etiam erro ex exeo exercitus exemplum explorator.	<u>G.</u> gladius, gracilis gradua Graecia Graecus gratus gravis
<u>B.</u>	barbarus bellum bene bonus bracchium brevis Britannia Britannus Brundisium.	<u>D.</u> damno de dea dedo deinde deleo depono deus dexter dico dies difficilis difficultas dignus discedo dimitto dissimilis divido diu do doceo dolus dominus domus donum dormio duco dulcis dum dux.	<u>F.</u> fabula faber facilis facio feliciter felix fidus figura finio finis flamma fluctus flumen fons forte fortis fortiter forum fossa frango frater frons frumentum frustra fuga fugio fugo.	<u>H.</u> habeo hasta hiberna hic hiems hodie homo hora hortus hostis humilis
<u>C.</u>	Caesar capiro captivus caput Carmen Carthago carus castra causa cedo celer celeritas celeriter ceteri cingo circiter circumdo civis civitas classis claudio cognosco cogo compleo consilium constituo contra consul contendo contentus convoco copiae corpus cornu	<u>E.</u> ego enim eques equitatus equus	<u>G.</u> galea Gallia Gallicus Gallus gens genu genus gero	<u>I.</u> iacio iam idoneus igitur ille imber impedio imperator imperitus impedimentum imperium impero impetus incendo incito incola incolumis incommodum inco infelix ingens inimicus iniuria in instruo insula

I

intellego
inter
ipse
ira
ia
itaque
iter
iterum
iubeo
index
iungo
Iuppiter.

L.

labor
lac
latus
laudo
legatus
legio
leo
libertas
littera
litus
locus
longus
loquor
lorica
ludo
ludus
luna
lux.

M.

magister
magnitudo
magnus
malus
maneo
manus
mare
medius
menbrum
memoria
meridies
metus
meus

miles
mitto
miser
modo
moenia
moneo
mous
moriior
moror
mors
moveo
mox
multitudo
multus
munio.

N.

nam
natura
nauta
navigo
navis
negotium
ne
nego
neque
ne--quidem
niger
nihil
nisi
nomen
non
noster
novus
nox
nubes
nullus
numerus
nunquam
nuntio
nuntius.

O.

obae
obsideo
occasus
oceanus
occido
oculus
olim
omnis
onus
oppidum
oppugno
opus
ora
orator
oratio
orbis
origo
orior
orno
os (ossis)

P.

paena
panis
par
pareo
pars
parvus
passus
pater
patria
paucus
pax
pedes
peditatus
pello
pervenio
periculum
pes
pellis
pilum
plenus
poena
poeta
pono
pons
porta

porto
portus
possum
post
praeclarus
praemium
princeps
pro
procul
proficiscor
prohibeo
prope
propter
pugna
pugno
puer
pulcher.

Q.

quaero
quam
quia
quis
quod
qui
quondam
quotidie.

R.

ramus
redeo
regina
regio
regnum
rego
relinquo
reliquus
remus
res
res adversae
res secundae
res publica
respondeo
rex
ripa
Roma
Romanus
rus

<u>S.</u>	<u>T.</u>	<u>V.</u>
saepe	tergum	Vallum
sagitta	tamen	venio
sapiens	tandem	ventus
sapientia	tango	verto
salus	tantus	vestio
scio	taurus	via
scutum	telum	video
se	tempestas	victor
sed	templum	vinco
semper	tempus	vincio
sequor	teneo	vinclum
senatus	tener	vir
servo	terra	virgo
servus	terreo	virtus
scribo	terror	vita
si	timeo	vito
sine	timor	vivo
sinister	totus	vix
similis	trans	volo
signum	transeo	vulnero.
sol	tristis	
solvo	tum	
solus	tuus.	
Sparta		
spes	<u>U.</u>	
statim	ubi	
struo	unda	
sub	unde	
subito	undique	
subduco	unquam	
summus	urbs	
supero	usus	
sustineo	ut	
suus.	utilis.	

Note: Verbs are included which are often met in the reading but do not form part of the grammar required nor occur in the exercises e.g: deponents volo compounds of eo.

The learning of these conjugations is left to the second year.

=====

However, since adopting "Latin for Today" I have discontinued this method and rest content with having the special vocabularies in the books for the first two years learnt. The total is about 460 words for the first year.

(f) Accidence.

In so far as the utilitarian aspect of the first year is considered the most important thing to aim at is the thorough memorising of the accidence. With a good grounding in this the pupil goes on to secure the benefits of his Latin study in the next years. The first year is the accidence year, the second the syntax year, the third the translation year and year of steady progress, the fourth the "Unseen" and School Certificate year. Whatever else we do in the first year, then, the grammar must be learnt as thoroughly as possible. Methods must be used to help the boy to remember the irregularity amongst the regular.

I have recently begun to insist on all forms of nouns, adjectives, verbs and pronouns being learnt backwards. This is not a mere fad or infliction on the boy. I point out that it merely needs the careful learning in the usual way, the shutting of the book and the attempting to visualise the form being learnt. This cultivates the 'local' memory and I attach great importance to this as a valuable aid to memory. As it happens, the boys in my set take a pride in the fact that they go one better than the other sets. They can say their forms backwards ! After a very short time it is done quite easily and naturally. I never ask the boys to say the work backwards individually as a test. They say it each way in chorus. I do not even spend much time in ordinary individual recitations of the forms with

an "A" set. I soon know whether the homework is being done. On occasion, I have merely asked the class to chorus the homework ordinarily and backwards and then, on receiving a ~~no~~ negative reply to the question - "Do you all know it?" I have proceeded with the next work. As a rule a boy lets me know at the beginning of the class if he has not done his homework. I do not take so much for granted in the next years.

Plenty of chorus work must be done, however. Spare minutes at the beginning of the class while I get my books ready etc. are used for this and opportunities are seized at any time during the class e.g. when a boy is stuck in translation or any oral work the form containing the cause of the stoppage is at once done in chorus so that the whole class get the benefit of it. Thus no opportunity is lost of hammering home the grammar. In addition, there are many 'drill and review' exercises which demand various forms as rapidly as possible.

The grammar of the first year will consist of the 'great regularities' and only the very commonest of irregularities. It is most convenient to divide up the grammar of this year for discussion rather in the classifications than in chronological order. We have

1. The four conjugations.
2. Esse and capio (possum)
3. Five declensions.
4. Adjectives - Comparison.
5. Pronouns.
6. Numerals.

A great point is made by some writers on the teaching

of Latin that it is absolutely necessary to learn the conjugations as a whole. For many years I followed this plan, but have now given it up. These same writers will often argue that the subjunctive is not to be used until the second year and that therefore the forms should not be learnt. Why therefore should the Perfect tenses, for example, be learnt in the first lessons on the verb? One useful purpose would be that early practice in chorus would be possible. But there are plenty of other forms to furnish this practice. Another point to be considered here is that the idea of the author of the class text book is to ally closely together the learning of function and form. I cannot reconcile my method entirely to this idea as it thoroughly disorganizes any chorus work which I consider really valuable in the first year. Therefore a compromise is effected.

My present plan is to be content with the Present tense of *voco* (instead of *amo*) and of *moneo* until any other tense is met. Very soon an odd example of the 3rd conjugation creeps in and *duco* is immediately learnt. Having learnt the three I add the fourth (*audio*) to complete without waiting for its appearance. It will be noted that my text book chooses as examples the verbs "*voco*" and "*duco*" for the usual "*amo*" and "*rego*". I do not object to the first but cannot see much advantage in substituting "*duco*" for "*rego*". The imperative of the former is irregular to begin with and apart from this there is a trap in the

ordinary 3rd. conjugation imperative. I remember once using a first year text book where the author actually used "VENIO" for the model of the fourth conjugation but switched over to "audio" when the Perfect tenses appeared. In our first term we only actually used the Present tense of the first and second conjugations but both active and passive. Many books leave the passive voice entirely alone until the active is finished. It does not seem to matter much. One has to conform largely to one's text book for convenience. The main thing is that all four conjugations - active and passive - are learnt in the first year and learnt thoroughly. Particular attention must be paid to the passive as, after the immediate exercises on it, it is not nearly so common in the sentences as the active. The deponent verbs, coming early in the second year, require a sound knowledge of the regular passives.

Much as I like my class book for the first year I feel that the arrangement of the conjugations at the end is perfectly hopeless. They are awkwardly although systematically arranged. 'Kennedy' is my favourite. During the past nine years I have done a considerable amount of private coaching for Matriculation and School Certificate without one failure in the former examination or one result less than credit standard in the latter and I rely entirely on Kennedy's Revised Primer and North and Hillard's Latin Prose Composition (with Ritchie occasionally).and Streatfeild's Idiomatic Latin Prose (T 2, see final year). But only

"Kennedy" as the grammar book.

As I mentioned before on page 116 I rarely set verbs to be learnt as homework. It is not necessary, as we chorus the work in class. New tenses are easily picked up, especially the Imperfects. My class learn this tense by instinct almost. I give them e.g. 'Monebam' and tell them to go right through the tense altogether without pausing to think. They are always correct. It is more difficult to be incorrect. The Future is, of course, more difficult with the vowel change. Chorus work soon settles this, however. One of the easiest tenses in my class is the Future of the 3rd. conjugation for the simple reason that I tell the pupils it is the hardest to remember and is frequently asked in term examinations. That is quite enough for them. I always do put a 3rd. conjugation Future in the first year examinations, not as a test but as a gift of two or three marks for knowing the tense.

Particular attention must be laid to the 'e' in the infinitives of the 2nd. and 3rd conjugations. Apart from stem uses, pronunciation must be attended to in order to ensure correct spelling. At one time, as a beginner, I had a huge crop of mis-spellings of the word 'monui' which was written 'monevi'. I thought, at first, that this was due to the natural tendency to run the verb as 'moneo' - monere - monevi - monetum like the real regular 'deleo'; but I soon found that 'deleo' had nothing to do with it. It was due to the mispronunciation of 'monui'. It is not

common now. Very occasionally, just to see if this kind of misapprehension occurs, I give a short and quick written test on the tenses.

By the end of the first term the boys know the Present, Imperfect and Future active and passive of the four conjugations and these three tenses of "esse". They also know the imperative active of the 1st. and 2nd. conjugations. As soon as a Perfect tense occurs I set to work on the remaining tenses as a whole. The endings are alike and it is just a question of the Perfect stem and the supine. Mention of the word 'stem' reminds me of one well-known writer who deprecated the use of this word contending that the pupils do not really understand it. He suggested the word 'base' instead. I do not see any difference as to difficulty between the two words and I have never found any boy being troubled with the word 'stem' provided its meaning is pointed out at the beginning. Surely the 'branches on a stem' idea is simple enough. At any rate I stick to the word (with a slight modification in the declensions).

Having met a Perfect, then, we proceed to finish the conjugations in one lesson and from this point onwards the principal parts of important verbs are always learnt. Many consider that this should be left until the second year. There is no need for this. I never set the principal parts as homework but chorus them frequently in class which is far the easiest and soundest method. Here is a list that I have learnt by the end of the year:-

ago	cado	claudo	cedo
capio	credo	curro	deleo
dico	do	doceo	duco
facio	frango	gero	intellego
iubeo	ludo	maneo	mitto
moveo	pono	pello	possum
quaero	sum	scribo	teneo
tango	venio	vinco	vivo

Only the irregulars are given. It is quite a useful list and they require very little trouble. Just an occasional chorus in class keeps them fresh. Included in the list are some with reduplicated perfects. These are the most popular. There is a jump in the Perfect. No one in my first year would ever be caught on "curro" or "pello". As soon as the principal parts are taken, the occurrence of the supine stem in English derivations must be carefully noted as this is very important and a great help.

In conclusion, the idea of the two verb stems (Present and Perfect) must be clearly understood and the rest is easy. In chorus work we do not by any means stick to the paradigms. Any verb that is met serves the purpose. As with all grammar I have the verbs learnt backwards (except the principal parts and the compound tenses in the passive).

The "capio" verbs require some comment. My class book sets down the full conjugation of this verb next to "audio". It is waste of time to learn it as a separate conjugation

as it almost appears when set out in that fashion. When we first meet this verb I point out that it should, from its present tense, belong apparently to the fourth conjugation. I then require from the class the proof that it is in the 3rd. The answer (the infinitive) brings us to the principal parts and from these it is easy to see what all the Perfect stem tenses are like. The first three tenses, therefore, contain the difficulty. I set them on to compare these three with the corresponding ones of "audio" asking them to find any difference. Several boys are certain to find the only difference, namely, 2nd. person singular of the Present Passive where we have "audiris" but "caperis". A quick boy will also notice the difference in the lengths of the vowels in the two verbs e.g. audīs but capīs etc. Pointing out that -is becomes -iris but -is, eris, I stress the fact that apart from this one difference in form "capō" may be treated like "audio". Therefore they have just to learn the 2nd. Singular Present Passive. Nothing much need be said about the lengths of the vowels. They have learned to pronounce the present tenses active of "audio" and "duco" correctly and in chorussing "capio" the 'i' is kept short. The Present Infinitive Passive should also be noted - "capi".

The verb "possum" should also be learnt this year as it is easily modelled on "sum". I tell them it is "pot + sum" but 't' becomes 's' before 's'. Therefore there is never a single 's'. The explanation of the derivation of the word

from potis may or may not be given. It is immaterial. It will be done, in any case, next year along with "volo, nolo, malo."

The parts of the conjugations required in the first are

1. Indicative Active and Passive.
2. Present Imperative Active (ignore 'fac' etc.)
3. Principal parts of regulars plus a number of common and useful irregulars.
4. Present Infinitive Passive and Past (Perfect) Participle.

All other parts can be safely left to the second year. Sometimes with a good set the Accusative and Infinitive may be begun. For this we shall have to add all the Infinitives, active and passive.

The five declensions have to be done thoroughly and the question arises how far we should go with irregularities. A certain number should be done - there are several kinds of irregularities in the third declension that cannot be omitted.

I have all the noun paradigms carefully learnt as homework in addition to much chorussing in class. As with the verbs they are learnt backwards also. This, I repeat, is an endeavour to conjure up the picture of the noun in their minds and help to fix the forms as firmly as possible. Everything is useful that conduces to this end. After a while, when the paradigms are known I have oral tests to give single cases. Practice makes perfect in this, but we never drop the chorussing in the first year. There is as much of it at the end of the year as at the beginning. In

the second year it gradually lessens but there remains still a fair amount.

In the first declension there is no difficulty. The gender rules are easy. The three or four masculines have to be noted. They come in useful for exercises with the masculine adjectives. At one time I used to include the irregular Dative and Ablative plural of "dea" and "filia" as a matter of course. Now I omit them altogether. They are interesting points to be picked up when they occur in the reading. They do not occur in our class reading book. In those days when I introduced them and set either of them or their masculine counter parts "deus" and "filius" in an examination the result was annoying. Almost invariably the "-abus" ending was given whatever the noun was, i.e. "filiabus" would be given for either "filia" or "filius". The pupils concluded at once on seeing the question that there was a trap so down went the irregular ending. Many irregularities like this can quickly be learnt in later years. I avoid the locative cases of all declensions preferring to treat them as a whole when the syntax rule comes along. My text book forsakes "mensa" and substitutes "porta" the gender of which is seen at once from the French "porte".

The second declension is only slightly more difficult than the first. The great mistakes are the irregular vocatives of "filius" and "deus" and the dropping or retaining of the 'e' in nouns like "puer" and "ager". "Vir" is easy. With regard to the "-er" nouns I point out that all they

will meet drop the 'e' and are therefore like ager. To help further it can be shown that the English derivatives will keep them right e.g. agriculture (ager) library (liber) puerile (puer). It might be mentioned that these originally ended in "-us". As for the supines in the verbs it is also shown that the genitive stem occurs in the noun derivatives. This is especially useful in the 3rd. declension. I do not attempt to explain the real stem of the noun but point out that what we call the stem is really only the genitive singular without the declension ending. I suppose, strictly, we should find a different name but there does not seem to be any great need for it. Whatever new name we get will not be in their grammar book in the ensuing years. Apart from their vocatives "filius" and "deus" require further attention. The genitive in "-i" occurs generally in "filius" and this is the form that should be learnt. The different forms of "deus" in the plural can be noticed, but need not be learnt in the first year. Alternative forms (^{eg} ~~id~~ domus) are always a nuisance to boys. No mention need be made of the feminines in -us in this declension (nor of the neuters "pelagus" etc.) These irregularities can be left to the second or third year.

It should now be pointed out that all the declensions (except in the neuter) have -m in the accusative singular and -s in the Accusative plural. This is useful in the reading because they can suspect this case when these endings are read. There are, of course, other possibilities which are also to be reckoned with in the other declensions apart from

the neuters in -um of the second. As soon as the neuter "bellum" is learned the important point must be noticed that the Nominative, Vocative and Accusative are always the same and that, in the plural, the ending is always in -a. The singulars like "pelagus" need not be mentioned. The better this 'rule' is known the less trouble is there later in the 3rd declension where the stem adds other difficulties. How often are seen "tempum", "corpum" and "capitem" ?

The vocative should present little trouble. It is the syntax that is troublesome - not what the Vocative form is, but when it is required.

The words "arma" and "castra" always cause difficulty when they are met in the second declension as neuter and plural. Again and again even the best pupils put "armas" and especially "castram" in their sentences.

When I teach the third declension I forsake my text book almost immediately so far as the grammar is concerned. I use the paradigms for practice in the endings only. There are two outstanding difficulties in this declension viz: the genitive plurals and the genders. The learning of the stem is not so difficult. With careful practice in chorus with the new words there comes a time when the correct genitive is given almost instinctively. Only a few hints or helps need be given -

e.g. -do becomes - dinis.
 -go " - ginis
 -io " - ionis

(I keep these three together for a gender rule)

-tas becomes -tatis
 -tūs " -tutis

Once in a second year class, while searching round for a means of remembering the first three above a boy suggested that 'go and have a ginis !' would keep that particular one in mind. No doubt it did for that class but the mnemonic is hardly sufficiently dignified for general adoption !

The old never-ending rhymes (?) of genders of Latin words and of various exceptions have now disappeared. The author of Basis Latina states that in that book the traditional rules for gender are altogether ignored as it seems far simpler to learn genders by grouping together the indicative words which belong to each class (X 1, p. 5) He advises the association of an adjective with a noun where there is a difficulty pointing out that while it is doubtful whether any system of rules would fix "avis" as feminine, no one who has once caught Virgil's phrase "rara avis in terris^{ra}" can ever forget it. Unfortunately, we need the genders long before Virgil' is read. While I have nothing to say in favour of the old rhymes and wholesale rules, I have invented or adapted a certain number of helps which I have found by experience to be valuable.

In this declension a knowledge of derivatives is of the greatest help in getting the stem of the Latin word. Once the boys get to know that capital is from "caput" nominative from "novem", military from "miles", temporal from "tempus" etc., the correct forms come naturally and

easily. In my class book which gives so much practice (oral) in derivatives from the very beginning I can safely say that since using the book I have found the old 'tempus, tempi' mistake much less common. From the first, of course, the point must be stressed that no noun in the 3rd. declension, 4th. or 5th. must be repeated aloud without the genitive.

Shortly after the 3rd. declension has occurred, when the boys are familiar with the endings I dictate my own scheme for the genitive plurals and the genders as follows:

For the Genitive plural the usual rule is stated about *im*parisyllabic nouns or increasing nouns and explained. After this we do not mention the word '*im*parisyllabic' again. I substitute the word "plus" and state that "all plus nouns are plum", i.e. all plus nouns have the genitive plural in -um. The word "plus" suggests everything to a boy that '*im*parisyllabic' would. It also suggests the word 'plum' which contains the -um ending we want. It is not so much that boys cannot understand the long words (they are easily understood) but that they find a difficulty even then when the rule is learnt. They forget which of the two types takes the one or the other ending. The "plus and plum" rule immediately makes the idea clear. There are, of course, mistakes, but since the introduction of this help these have been very much less in occurrence. A boy once suggested (he was of the stamp of Oliver Twist, apparently) that the words "more, mum"

would do equally well. At any rate the genitive plural ogre is turned into a joke - the rule is remembered.

The exceptions to the rule cannot, and need not, be fully dealt with but I collect together one very homely little group - the family group consisting of father, mother, sister, brother, the old man the young man, and even the dog (pater, mater, soror, frater, senex, ^uinvenis and canis). Soror is quite regular - (sororum) and we conclude that all must fall into line with the most important member of the family (to boys, a bigger joke than ever). So that, knowing that soror, a plus noun, will have sororum they know that all the others will have the same genitive plural ending. In dealing with this group the loss of the 'e' is pointed out with reference to pater, mater and frater and senex is learnt by occasional chorussing.

Other exceptions to the genitive plural ending come under other headings. One is dealt with in a neuter group and the other in a monosyllabic group.

I have the word "urbs" (with attention to the pronunciation) definitely learnt as the representative of a group we name the 'urbs group'. And we use the word monosyllable too in describing the members as "monosyllables in S (x) with two consonants ending the stem". They have -ium in the genitive plural and we add that the group is feminine with exceptions. The only exceptions I worry about are four which go with a swing (dens, fons, pons and mons) all masculine

and one neuter os (ossis). This group, centred round the familiar 'urbs' serves a double purpose, therefore. It explains many exceptions to our 'plus' rule and also gives us a useful gender rule.

Other exceptions to the genitive plural occur in the group of neuters ending in al, e and ar. This is another special rule we call the al-ear (all ear) group which is all "i" (all eye). The two words "ear" and "eye" are at once associated. The all "i" means, of course, that the letter "i" occurs in all the cases after the Nominative and Accusative. So that the Ablative Singular in "i" and the Nominative and Accusative plural in "ia" are covered as well as the "ium" of the Genitive plural. This rule, so far as it affects the genitive plural, of course over-rides the "plus" rule so that no trouble is experienced with e.g. calcar and animal.

The al-e-ar group is really an offshoot of the main neuter rule (lancet) and is therefore neuter - the al and e endings remind us of this.

The old rule that words ending in l-a-n-c-e-t are neuter still seems to be largely taught in this way. It is very useful and easily learnt, but I manage to extend it by adding on -ur-us. Our word is therefore lanceturus. It is noted that the 'us' is short and from this is shown that long -us is feminine, but the latter is also included in another feminine gender rule.

At one time I invented a rule for the endings -io, -go and -do. The rule was however rather silly and I replaced

it eventually. The original rule was "that Mrs. Digo was, of course, a lady." I then used to sketch on the board a very comical lady (I am a poor artist) and beside this lady I put

$$\begin{array}{c} \text{D} \setminus \\ \text{Mrs. DIG-O} = \text{I} \text{---} \text{O} \\ \text{G} \setminus \end{array}$$

Later, one of the boys suggested the addition "from U.S.A." explaining that -us and -as were feminine endings also. Although I used to point out that these methods were nonsensical they certainly helped.

I replaced this rule by one which has a fault in its grammar. This was the sentence, "Io ! Go, do as us !" The English grammar is, however, so bad that no ill effect could come from it. There is nothing in the sentence which suggests the feminine and it has to be learnt as a feminine rule. The word "lanceturus" contains neither "m" nor "f" but does contain "n", therefore neuter.

With regard to the genitive plural of "mare^a" I give them "marum". Many old grammars (including Kennedy) used to give it as "marium". Modern grammars give the generally accepted "marum" (which is reputed to occur only in one passage) but a recent book (Clarendon Latin Course) disagrees with both and states that "mare" has no genitive plural (I 1, Pt. I. p.46). It does not seem to matter much as long as our sentences do not require the genitive plural of the word.

It is with a sigh of relief that the boy inspects the

fourth declension. Here there are few rules or exceptions and, for the most part they may be left over for the second year. The declension is learnt as masculine in -us (with one or two exceptions) and neuter in -u. The neuters are very popular, especially in the singular where it is pointed out that all the cases are alike except the genitive (the case which must end in -us if the noun is in the 4th. declension - this is how they remember which is the case unlike the others). The only two feminines I bother about, in the first year are "manus" and "domus". I do not worry much over the cases of the latter. The word does not occur except in Latin and can quite conveniently be left to come in with the common irregulars of the second year. Other feminines can be ignored and the dative and ablative ending exception "-ubus" also.

Curiously enough, there is never much trouble with these -us nouns of the 4th declension being confused with the similar ones of the 2nd. The fourth declension nouns are few in proportion and are not met until late. The pupil therefore has a large stock from the second which he is not likely to put into the fourth.

Except for dies fifth declension nouns are uncommon. The gender is simple as in the first declension. I find it a useful exercise to chorus the words "respublica", "res adversae" and "res secundae". The first is a good exercise on the feminine adjective and the last two unless carefully

noted are apt to be put into the singular. At one time I used to include "res gestae" but I have discarded it.

Adjectives.

Much careful drilling is necessary in the adjectives if they are to be known thoroughly. The 'bonus' class present little difficulty but care has to be given to the -er adjectives of the first and second declensions. It is best to take one like "noster" as the principal example with "miser" representing the type that retains the "e". I point out that we require very few like "miser"; "tener", "asper" and "liber" are sufficient. "Tener" and "miser" are the only common ones for the pupils. Few boys avoid altogether confusing the plurals of "ego" and the "tu" with "noster" and "vester". The distinction must first of all be carefully explained between the English pronouns we, us and you, and the adjectives our and your and the difference in the Latin words. It seems simple enough to older boys but the first year repeatedly have difficulty with this point. The only thing to do is to have plenty of oral practice.

In the third declension, for the purpose of the first year, after explaining what is meant by adjectives of one, two or three terminations, I have the three - "acer", "omnis" and "audax" thoroughly learnt. Each one must be carefully learnt for its own sake and the three form an important part of the chorus work in class during the first year. The Ablative in 'i' and the plurals 'ia' and 'ium' are noted carefully.

"Acer" is then taken as the example for all adjectives in this declension ending in -er, "omnis" for those ending in -is and all others are modelled on "audax". This completed the three types. Words like "princeps" (Ablative in -e and genitive plural in -um) are ignored altogether. Even "dives" is left out for this year but the one adjective "celer" is carefully noted as an exception to the "acer" group in that it retains the 'e'.

The adjectives are completed when an example of the comparative is learnt. "Tristor" is very popular. My text supplies us with "latior". Ignoring the rare 'i' in the Ablative, stress is laid here on the absence of the 'i' also in the plural - Nominative and Accusative Neuter and the genitive plural.

The comparison of adjectives (always a question in the School Certificate Examination - a fact which arouses much keenness when pointed out to the first year boys) must also be done this year. The usual rules are given but I find it a great help to point out that there are no exceptions to the rule for the comparative. The exceptions are confined strictly to the superlative and there are two groups of them. Giving the rule that all -er adjectives form the superlative by adding 'rimus to the Nominative Singular Masculine (i.e. the adjective itself as they learn it or look it up) I get from the class the information that therefore there will always be two r's in the middle. This must be carefully noted or a crop of spelling mistakes will ensue.

We then take "acer" as the model for the third declension and "miser" for the others. The other group of exceptions is similarly dealt with - "facilis" etc., "Facilis" itself is learnt as the model and it is carefully noted as before that there will always be a doubled letter in the superlative (double 'l'). This is compared with the comparative where there is only one 'l'. The best way of treating these comparatives and superlatives is to employ (as with many other constructions) constant drill. Having constantly repeated and heard 'facilis, facilior, facillimus', few boys are likely to write down "facilissimus" etc., One adjective is constantly being confused with this group - "utilis". It should therefore be noted.

The group of irregulars headed by "bonus" have to be taken separately and learnt by heart. For the first year (and probably the second) we need only take bonus, malus (noting the quantity of the 'a') parvus, multus and magnus (quantity of the 'a' again).

Pronouns and Pronominal Adjectives.

The Pronouns used in the first year depend on the text books used by the class. The following is my list -

ego, tu, is, hic, ille, quis ?
qui (relative) idem, ipse, alius.

All of these are used regularly except the last three. It is well to be familiar with "ipse", however, so as to be ready for the reflexive "se" in the second year. "Idem" is

easy after "is" and "alius" serves as the model for the group of nine (unus, alter, ullus, nullus, solus, totus, uter, and neuter).

"Quis", the interrogative, is introduced fairly early although the use is restricted for some time to the Nominative Masculine and Neuter. We require this pronoun for oral questions.

All these pronouns must be thoroughly known by the end of the year. The similarities of the genitive cases may be pointed out, but for the most part thorough drilling is the safest method here. Spelling mistakes must be watched for in the cases of "quis", "qui" and "hic" especially, so that quick written tests have been found useful. The awkward cases (genitive and dative singular) can soon be fixed in this way.

Numerals.

It is customary to learn a certain number of the numerals but, although they are occasionally asked for in the Leaving Examination, I question very much whether their importance is sufficient to warrant the spending of much time on them. I content myself with having the first twenty cardinals and ordinals learnt. The tens are left to the choice of the boys. If they are interested, they will learn them themselves. It does not matter as they will be done in the next year.

"Mille" and "milia" are however learnt so that they are familiar when required for expressing distances in 'miles'. After all, one may read a Latin author for a long time before

meeting a numeral. Even in Caesar a knowledge of the first ten and mille is sufficient. In our text book the numbers from 1 to 10 are introduced in a dialogue based on the farm yard which occurs fairly early in the book. I take "plus" along with "mille" and "milia" for the reason that they come together in their grammar book in the second or third year.

Latin Songs.

Before concluding first year Latin, I may mention that I make a point of introducing some Latin singing. This is done at the end of the terms when there are perhaps three or four days which can be spared after the term examinations are over. The words of the songs are dictated during the term and gradually learnt. When they are sure of the pronunciation and know the words the music master is informed and he is only too pleased to run through the tune with them in the singing lesson. I do not have the songs sung during term. There are many songs in Latin which may be used for the purpose. I do not aim at more than one or two per term. Dr. Rouse's "Chanties in Greek and Latin" is the usual source. Two of the most popular are

1. Caesar's Triumph beginning
 "Ecce Caesar nunc triumphat qui subegit Gallias"
 sung to the tune of "Clementine" which all schoolboys know. (W 2 p.73)
2. Lullaby beginning
 "Lalla, lalla dormias"
 a simple and pretty little song. (W 2 p.57)

There are many others to choose from. The first Latin song is however the 'Venite Adoremus' (tune well known) for the end of the first term, i.e. Christmas. Another is the "Gaudeamus igitur" and there are quite sufficient to vary from year to year. During the coming term I intend to have sufficient copies hectographed for the class and have them given out to be pasted in the note books. The English must, of course, be known of all the Latin songs learnt.

During the whole year a little time is devoted nearly every lesson to Roman history and social conditions especially the home life of the Romans - the house, school and games etc. S.O. Andrew gives an interesting and useful chart showing the Roman method of reckoning the time - the hours and the watches and the occupations of the Roman boys at the various times. (prandemus, ludimus, dormimus, etc.) I have it on the board and am having ^{it} done (enlarged) for the classroom at the next opportunity. We have a discussion on various points e.g. who has the advantage in a gladiatorial fight between a 'retarius' and a 'secutor'? A large illustration is available in the classroom as well as one in the text book. Interesting histories of the words like 'sincere', 'togs' and 'tandem' are given. The ordinary work on derivatives is much harder than it appears and the boys have to think very carefully to give words derived from the Latin. Their own English vocabulary is limited and this is a handicap. Apart from this, practice is required.

CHAPTER VII.SECOND YEAR LATIN.

For several reasons the second year is by far the most difficult in the whole course. I think most Latin teachers (who take the second year amongst others) will readily admit this. There seem to be many reasons for this, not the least of which is the lack of an adequate text book for class use in addition to the Reader. Before consulting the authorities on the subject I give my own impressions of this year.

The first year might well be called the "accidence" year and the second the "syntax" year. Here is the first great stumbling block. The pupil has found no difficulty in learning the paradigms for no thinking is required. The few syntax rules such as 'place where', 'time when', etc., were easy enough to understand if not always easy to remember. But now, in the second year, the syntactical relations become more involved for his mind. His English grammar, never very strong, seems to break down altogether when he has to apply it to Latin. Some teachers deprecate the use of the word Final and prefer to talk of clauses of Purpose. It seems to me that it makes things no better. It is not really the name which bothers the boy; it is the idea involved in the syntax itself. It is not easy (experience shows me that it cannot be easy) for boys of twelve to thirteen years of age to recognise the kinds of clauses. It is a big jump from the syntax of the cases

(simple) to final clauses or indirect statements.

Another difficulty, especially with the "B" sets, is that very often the first year book was left unfinished or hurried at the end. Owing to economic difficulties, it is impossible in most schools to have the first year book for a week or two at the beginning of the second year. The seven or eight weeks of the summer holidays have also scattered much of their knowledge so that, in any case, revision is necessary along with the new work. A quotation from the Report on the Classics is apt here viz: "The memories of young children, though in one sense strong, are in other ways very weak. They find comparatively little difficulty in the mastering of verbal forms and in what may be called the mechanical act of memorising, but they do not readily carry over from one period to another the rules and principles of language, which must therefore be revised whenever a fresh start is made". (P.p.117). So that the 'carry over' from the end of July to the middle of September is bound to be considerably weakened at this stage. The accidence, of course, is by no means completed in the first year. Very often the attempt is made to complete it - with one or two exceptions - in the second year.

The great trouble, however, in this year is that there seem to exist no parallel books on syntax and reading. The syntax is arranged in many different orders. As an example of this, Gray's "Latin for To-day" introduces the indirect

statement immediately, whereas Ritchie's "Second steps" has it in the last quarter of the book. The latter begins with Final Clauses whereas the former first uses the Subjunctive as the Jussive Subjunctive which Ritchie never mentions at all by this name. North & Hillard also begin with the Final Clause. Yet, in my last year's Reader - Caesar's Wars with the Germans (Z 1) - the 'Accusative and Infinitive' occurs long before any subjunctive. The Ablative Absolute preceded both. This therefore is the great difficulty - to have a Reader which does not introduce constructions (especially in the first term) which have not been studied beforehand. It is impossible to reach the required standard of reading (Caesar) in the second year unless certain constructions are introduced before they are properly understood. I aim at doing Caesar (not simplified) by the third term of the second year. The course is too short to allow the first author to wait until the third year when we want to introduce Ovid. Such is the difficulty and it cannot be altogether avoided in a short course. I am very definitely of the opinion that satisfactory results can only be obtained in the Second Year by treating the syntax according to a plan and as work unconnected with the Reading or Translation. If the translation introduces the syntax the class is busy with, so much the better. But at least for the first term nothing much need be introduced into a simplified text that is not being covered in the syntax work.

Very often the second year work is made harder owing to the fact that the pupils have their first acquaintance with connected Latin. I have got over this difficulty by using the book as described previously for the first year which introduces connected Latin from the very beginning.

I have found therefore that the difficulties of the first year are mainly -

1. Unsuitable syntax book and reader.

2. Syntax difficult for young pupils,

The first appears to be unsurmountable and the second can only be overcome by care and experience. The usual difficulty experienced in going on to a text (after 'the mad rush to start Caesar') is, in my case, avoided.

Monroe, in Principles of Secondary Education (B 2 p.399) states that "from the beginning of the second year the most important part of the training is the development on the part of the pupil of the sense of style, by which is meant good English as an offset to good Latin." This depends however, in my opinion, on the method pursued. From the beginning of the first year I aim at obtaining a good English translation but if the 'short sentence' method has been pursued - and it often is - then the beginning of the second year only sees the gradual introduction of longer sentences where the elements of style are lacking. Very often the practice Monroe requires does not come until the third term of the second year or even later. He further states that one short

written translation to English is worth any amount of oral translation. This is probably true. He points out with regard to Caesar that he is the best author for the second year in spite of the fact that he abounds in indirect discourse. He advises that attention be paid to the content of Caesar - the Roman art of war etc., but considers this only supplemental as Caesar is read primarily to learn Latin. No wonder Caesar is unpopular ! Monroe also states that a definite programme of syntactical development is necessary and that once a week allows too long an interval. I find that a good plan, when things are not going as smoothly as they might, is to give 2 or 3 sentences at the beginning of each lesson. Arnold in his Basis Latina (X 1 p.6) stresses the necessity of proceeding to the literature after the language and comments on the powerlessness of the pupil in the second year hurrying to Caesar with a scanty knowledge of the elements of Latin. This is the keynote of the Second Year trouble.

Lewis also notes the difficulty of obtaining a good second year book. He considers them badly arranged, containing bits here and there. There are books like Ritchie and North & Hillard that cannot be accused of this lack of arrangement. Lewis avoids aiming at the construction of the first text. I suppose he means the Ablative Absolute and indirect statement. Like Arnold he considers that (F p.52) the mad race to start Caesar spoils everything. He likes the type of North & Hillard with the preliminary revision

exercises. He considers that the translation should run parallel with the syntax work and therefore a simplified text (e.g. Rivington's) should be used. His syllabus of work adds to the first year.

1. Anomalous and deponent verbs.
2. (Direct and) Indirect Statement, Question and Command.
3. Final and Consecutive Clauses.

This is his minimum and for a maximum he would add -

4. Participles and Ablative Absolute.
5. Simplest possible Causal and temporal clauses required in connection with (4)

He would also make a collection of prepositions (I begin this in the first term of the first year) and he adds a number of case usages. During this year he continues his parsing.

F. R. Dale points out that at the end of the second year all the accidence and the bulk of the syntax should be fairly well known, i.e. the pupil should have a working knowledge of them. We should not worry, he says, about the fact that in the translation the boys meet at first many constructions they do not know - they meet more that they do know. They can have an explanation sufficient for the purpose until they learn later for themselves. They understand more than they can themselves write. Dale is keen on having his exercises based on the text. Game (D) in his 'High School Latin' makes no mention of this latter. He is against Book I of Caesar owing to its difficulty. He advocates too much use of the blackboard by the boys to suit modern exigencies.

S.O. Andrew contributes little of value to the second year. He scoffs at the value placed on reasoning out the correct construction e.g. in a Final clause requiring the Imperfect Subjunctive in Historic Sequence (E p.55) which he calls a sort of barren syllogizing. With regard to translation he claims that the Direct Method avoids such phrases as "which having been done - cold as to his limbs - Cicero being consul" etc., The avoidance of these is not peculiar to the Direct Method, however.

W.H.S. Jones gives little help in what matters. He recommends using extracts from Martial and Catullus avoiding Eutropius and Nepos as not being the best of stylists. A new piece, he considers, should be gone over to ensure that the pupils are set what they can manage. "We learn by mistakes"; but not by those which we could not avoid making " (B.p.52) The latter part of this quotation seems silly. We learn by mistakes whether we could avoid them or not. The vocabulary is important at this stage and the words are not to be learnt in lists but from the context.

If Mr. Pantin, the examiner, is to be believed the work in the second year makes or mars a boy's chances in the School Certificate Examination, for he says (H) that failures are due to a lack of knowledge of, and inability to deal with, common uses of infinitive and participle, ut and ne, relative and interrogative words, easy continuous oratio obliqua and other common constructions. He advocates a close attention to these and recommends the building up

of a Caesarian vocabulary. No Latin author, he reckons, is easy enough to be done at first at a satisfactory pace and suggests (naturally !) the use of "Caesar in Britain and other Stories" by himself.

The Report on the Classics in Germany draws attention to the keenness and pleasure with which a boy begins Latin being succeeded by a period of languor often not dispelled until the highest Form. (O p.49). At Frankfurt little over a year was necessary to commence Caesar. I suppose this is due partly to the fact that much time is saved because a good training is previously given in German and French, but largely because so much more time is given to Latin. The German declensions are convenient and the subjunctive mood is also taught to the boy in his own language. They were expected (O p.58) at Frankfurt to have a knowledge of the whole analysis of the complex sentence. English grammar, it may be pointed out, is too difficult after the elementary stages, to be of much use to learn grammar for its own sake from it. The middle stage of work in Germany had the oral and written exercises going side by side with the collecting and comparing of the declensions (The rules were not given until this was done). They had constantly repeated translation from and into Latin and did not insist on the niceties of pronunciation (which added to the difficulties). Further syntax was drawn from model sentences and the vocabulary was amplified in oral and written exercises in connection with the reading. Exercises

into Latin were from a Prose book founded on the author being read. The first year syllabus has already been given. The following is the syllabus for the Second Year (ten hours Latin weekly) -

Dr. Bell. Gal. 1 - VI. (omissions)	)	700 lines
Selections Ovid's Metamorphoses.	)	in all.

(Prepared in class first)

Revision of First Year Accidence and Syntax.
Syntax of Complex Sentence.

Written exercise once a week in class and one a month at home.

~~Re~~petition from Ovid.

Bennett sees disadvantages in both Caesar and Nepos for the first author. I do not quite see what sort of an objection against the former (from the boy's point of view) it is to say he is all battles between trained soldiers and undisciplined, poorly armed barbarians. He thinks that syntax needs a special lesson to itself and claims (A p.136) that it is not only valuable but interesting. The syntax must not be bulky since it is to be studied.

Finally, there are the opinions of Gray whose book I have already discussed (page //3). His chief points with regard to the reading are

- (1) Material adapted in difficulty to ability of pupil.
- (2) Suitability of thought content to the maturity of the pupil.
- (3) Suitability of material for creating in the pupil a sense of progress in his mastery of the language.
- (4) Attractiveness.

Latin texts, he says, are not sacred and should be adapted to the needs of the pupils. This is carried out in the

book modelled on his advice. The syntax is to be done parallel with the reading and vocabularies contain lists of words taken from the latter. Gray also continues his historical, mythological and cultural aim. At times he even lapses into sheer fun as a diversion. There is a piece (R Part 2. p.10). "The Motor Bus".

"What is this that roareth thus ?
Can it is a Motor Bus ?
Yes, the small and hideous hum
Indicat Motorem Bum "

and concluding

"Domine, defende nos
Contra hos Motores Bos !"

The two words "Motor Bus" are declined as the poem goes along and we get the 3rd and 2nd. declension case endings apart from a good deal of fun. A more uproarious attempt appears on page 136 as follows :-

Narrative Macaronic Verses.
(From the Bankolidaid Lib.!))

"Charmer virumque I sing, Jack plumigeramque Arabellam
Costermonger erat Jack Jones, asinumque agitabat;
In Covent Garden holus, sprouts vendidit asparagumque
Vendidit in Circo to the toffs Arabella the donah,
Qua Piccadilly propinquat to Shaftesbury Avenue, flores."

Then comes Whit Monday and all are off for "their Annual Beano, Jack Jones goes "solus sine virgine coster". Then "Arabella videtur". Love is mutual and off they go - "O fous Brent Reservoir" and the return --

"Tempora iam mutantur at hats; caligine cinctus
Oscula Jones iterat, mokoque immittit habenas."
(Shades of the poets !)

"Concertina manu sixteen discordia vocum
Obloquitur; cantant (ne saevi, magne policeman)
Noctem in Old Kent Road. Sic transit gloria Monday."

Care is taken to limit strictly this type of thing,
but they are worth their place for the fun they provide.

Help is also given in the book for suggested reading
(p.90) as well as an outline of Roman History in one and a
half pages ! The book is further discussed later.

CHAPTER VIII.A. TEXT BOOKS IN THE SECOND YEAR.

I have already stated my opinion that if it were possible I should have a grammar that each boy could keep all during his course. For many reasons this is at present impracticable. Therefore the grammar book is generally issued in the second year. Along with the grammar are needed the Reader and possibly a syntax book.

The Reader should gradually increase in difficulty with a view to beginning Caesar in the third term. I am rather against a Simplified Caesar. I have often heard it said that sometimes this is more difficult than the ordinary text, but there is no need to mutilate a Latin author if a suitable substitute can be obtained. Such a book, I believe, is the one which I am at present trying and which I shall discuss later. Opinions may vary as to whether the syntax in the Reader should be no more than what the pupil can do himself - after meeting it first in his reader - or whether the syntax should be entirely separate from the Readings. So far, I have found it impossible to secure suitable books for the former and have been necessarily compelled to be satisfied with the latter method. The question of the Reader is further discussed on page 215.

If the grammar is contained neither in the Reader nor the

syntax a separate book must be given this year and should remain in the possession of the boy for the rest of the course. If the syntax is not contained in a separate book it is essential that the grammar should contain it as it generally does, but a simple book is needed and not too bulky. One of the mistresses of the Oxford Conference in 1932 advocated the use of Bradley's Arnold (E 2 p.26) for use after the School Certificate stage and I entirely agree with this. But it is useless for the boy prior to this examination, although Lewis recommends it with a bright set. Kennedy or Sloman are as suitable as most.

As I have mentioned before, the great trouble in the second year is to secure a syntax book which co-ordinates the syntax with that occurring in the Reader. Failing this, I believe in the type of book which gives the rule and examples followed by exercises often on the opposite page. Since it is impossible to complete the syntax in the second year and very unlikely that what is learnt will require no revision it is strongly advisable to have a syntax book which, like the grammar, can serve the pupil up to the School Certificate Examination. There are very few suitable ones of this type, the outstanding one being North & Hillard (A 3). I have found no better book on the market than this one. It contains all that is necessary for the Leaving Examination, has vocabularies for memorizing which give a great help in the constructions (e.g. verbs which take the Accusative and Infinitive) and has connected prose for those that require

it. Here is a summary of what I consider its main advantages from the pupil's point of view.

NORTH and HILLARD'S
LATIN PROSE COMPOSITION. (For 2nd year onwards)

Syntax explained.

Exercise opposite.

Vocabularies at end of book (numbered) to be learnt by heart so that exercise can be done without reference.

General Vocabulary for reference.

Appendix. 1. Military Phrases (Caesar etc.)
(for learning 2. Common Prepositional Phrases.
or reference). 3. Synonyms.

Contains practically everything for School Certificate methodically arranged - very suitable for any course. Gives connected prose early (for use or omission). Plenty of exercises.

Rules collected together.

Has a useful chapter on "Order of Words."

Specially useful vocabularies are :-

1. Verbs with Prosecutive Infinitive.
2. Words + Ablative.
3. Verbs + Indirect Statement.
4. Interrogative words.
5. Verbs + Dative (including c'p'ds of "sum' etc.,)
6. Words introducing Indirect Questions.
7. Impersonals.
8. Words + Genitive.
9. Pairs of verbs one accusative and the other dative.
10. Dative of Purpose or Result of Action (oneri esse etc.)

Owing to its cost I have not been able to secure this book for my classes. And the senior Classics Master prefers another for the School Certificate Form - K.P. Wilson's Lower Latin Prose (K 1)

This is a book which I have never liked. It is one of the dullest books imaginable containing page after page of similar type and arrangement. The book is useful enough, contains useful notes on idioms and has a helpful discussion on vocabulary and the concreteness of Latin compared with the English use of Abstractions (K 1.p.147) In fact, the whole of Part III is a great help to the teacher himself ^{when} ~~whose~~ memory fails or ingenuity is too sorely tried. (K 1 pp.139-59). So that, in spite of my dislike of the book I have always a copy in my desk for reference.

That very attractive and expensive book "Living Latin" mentioned in the First Year can be of no use to the Second Year syllabus. Part II of this book begins with the third declension and its first construction (Indirect Statement) does not occur until page 263. (O 1). This, by the way, and the uses of the Subjunctive are introduced before the fourth and fifth declensions. The fifth declension occurs at the end of the book !

Part II of Bell's Concise Latin Course offends chiefly in the arrangement of the rules which are altogether in the middle of the book and the exercises following later give a paragraph reference to them. If the rules are in the book

the pupil can look them up so the only reason why they are thus arranged seemed to be to discourage the boy from looking them up, which does not seem to have much point in it. In the second year, the syntax is so strange and difficult for the boy that the rule and example should be in front of him as he does the first exercises on it at least. The arrangement of the syntax rules does not give any assistance towards easier memorising of them. This book (Part II No. 1) does away with the necessity of any other book - containing grammar and sentences (with a few connected pieces) for translation into English. As a reader for the second year, however, it is impossible. One good point about the grammar is that it contains a useful list of "principal parts". This I consider an important part of the second year work. On the other hand, while it gives two and a half pages to the numerals it does not repeat from the first volume the common irregular verbs "volo, nolo and malo."

Morrison's "School Latin Course" (R 1) already mentioned in connection with the first year calls for no particular comment. It is arranged primarily for a three years course. The same remarks apply to Hitchen's "Procedite" Book II (P 1)

"Latin for Juniors" by R.E. and A.E. Burns for the second year is rather an attractive little volume. It is primarily for pupils who take a Junior Examination such as the Oxford and Cambridge Junior Locals but can be used as

a preparation also for the School Certificate Form. It has a useful appendix on Latin Idioms (F 2 p.175) as well as helpful memory hints such as (p.19) the opposite lettering of the Present Subjunctives (the - a verb having e and the --e and -i verbs having -a) and also the easy way of forming the Imperfect Subjunctive (by adding "m' to the Infinitive). Well known as the latter is I cannot recall having seen the hint definitely given in a text book.

The Second Year part of the "Clarendon Latin Course" (U 1) is very similar to Ritchie's "Second Steps in Latin" (C 3). For reasons which I discuss later I use the latter myself but I would substitute the Clarendon Course if it were economically possible. This book contains a number of useful pieces of information not generally gained by the pupil e.g. on page 108 pointing out that 'primus' is really the superlative of 'prior' it adds that 'first' is really the superlative of 'fore'; on page 74, "if the verb does not denote motion 'ad' means 'near'; on page 109, 'capere, to take', sometimes means 'reach, arrive at'. It is in this book that it is stated that 'mare' has no genitive plural. So that various grammars give for 'mare' -

1. No genitive plural.
2. -ium.
3. -um.

There is a strictly businesslike little volume entitled "Junior Latin Composition" by J. Matthewson Milne (F 3). It is hardly suitable for the beginning, but could be used towards the end of the first year and through the rest of the

course. It might be described as an ideal syntax book although at times it is rather bald in explanation from the pupil's point of view when he wishes to do any private revision. It could easily be supplemented by notes however and would be suitable for accompanying a simplified text leading up to an author. The order of the constructions however is only fair. Out of 125 pages Ablative Absolute and Participles do not occur until page 84 and Indirect Statement on page 89. Indirect Questions follow on page 95. And yet Temporal Clauses, Causal and Concessive Clauses come on pages 67 to 74. Now, the explanation of these latter should be deferred as it is difficult for boys to understand the use of the Subjunctive whereas, on the other hand, when met in the Latin author they are easily translated without much knowledge of the distinction between subjunctive and indicative. So difficult it is to secure the ideal syntax book for the second year. It has a very useful list of principal parts and of useful words and phrases. Yet much space is wasted in the verb list by repeating verbs and their compounds like consequor, committo, admitto, emitto, adduco etc., (F.3.pp.162-164).

I turn now to the book which I have already mentioned several times, namely, the Second Course of "Latin of To-day". As I am firmly convinced that the First Part of this book is easily the best first year book I have seen, I was equally confident that the second part would solve the riddle of

Second year Latin. It has not; and I am almost ready to believe that, after all, it is perhaps better to keep the syntax separate from the Reader. As a Reader this book, like its first part, leaves nothing to be desired. The subject matter and illustrations are excellent. The reading is divided into four parts, viz:-

1. Ancient Mythology.
2. Scenes from Roman Life,
3. Survey of Roman History.
4. Caesar (Gallic War)

The same principles of reading are carried out as for the first year, but the book breaks down (it has broken down) in trying to keep the matter (syntax, grammar, revision, exercises etc.) up to the pace of the reading. This may be due to the good training obtained in the first course but, at any rate, the reading, unless deliberately checked, (which would surely be an outrage) soon outdistances the rest. As an example, I may quote the first lesson in the book. The reading matter - Atalanta's Race - occupied two full pages. Indirect Statements are introduced into the syntax on which is a not too easy exercise. In addition, the comparison, regular and irregular, of adverbs is also introduced. The drill and review contain :-

1. Review of first 50 words of first year list.
2. Decline 3 nouns with adjectives.
3. Decline ego, tu, is and se.
4. Principal parts of 3 verbs. Conjugate 2 verbs in Pres. Pass.
5. Principal parts of 9 verbs.
6. Pres. Pass., Perf. Act., Perf. Pass. infinitives of 4 verbs.

- (7) Principal parts of possum; also 3 tenses.
- (8) Uses of Nominative and Genitive - explaining the cases of italicized words in 9 sentences. Also expressing in Latin italicized words and giving reason for case.

All these are in addition to the exercise and the new syntax and grammar. Many of the above exercises (they are all oral) are simple, but some - Nos. 4,5,6 and 8 require homework periods. The exercise on the Indirect Statement has to be carefully done on the board before being set. I did it twice and was dissatisfied with the results even then. Long before the exercise was done with the next Reading lesson was simply clamouring to be done. Succeeding lessons were even worse than this first one and finally in order not to spoil the benefit derived from the reading I was compelled to abandon the syntax and adopt a book specially for that purpose. The Reader is kept - the reading matter is ideal. The special vocabularies are also definitely learnt - the total of words is 569. As much as seemed advisable of the oral work is retained. In fact it is the exercise that has caused the trouble. To supply this I use Ritchie's "Second Steps". It is an old favourite of mine, does not aim at too much and was in stock. Had I any choice I should choose North & Hillard or perhaps give a trial to the Clarendon Course.

I therefore take all possible precautions to ensure that the syntax is thoroughly and systematically done but ~~not~~ at the expense of anything. The full value of the aim

of Latin is retained by using Gray's book for everything except the syntax.

B. TEACHING OF LATIN IN THE SECOND YEAR.

It is acknowledged by the majority of Latin teachers that syntax is the basis of the Second Year. Important, however, as this is it must not be allowed to squeeze out the other aims of Latin study. When the pupils have been taught in their first year to read connected Latin they can simply continue this until finally they are ready for an author. This, too, avoids to a large extent the dangers of the 'mad rush to Caesar'. But when pupils have no further acquaintance beyond an odd piece or two, with Latin reading and translation than is supplied in short sentences then the Second Year must provide further new work which is at least equal in importance with the syntax. This is the introduction of a connected reader. It is a difficult business, too, as the first pieces have to be done at a snail's pace and must all be prepared first in class. It is very unsatisfactory and I am glad that I have secured a first year book that has connected Latin from the beginning. Even so, the Second year reading soon becomes difficult but, from experience, I consider it never becomes as difficult as it is bound to be from the very beginning for those who have been reared on short sentences. So that, with me, Syntax is of prime importance.

As a second year syllabus that suggested by Lewis (F pp. 66-7) will serve admirably as a basis. He suggests -

1. Adjective Clauses.
2. Direct and Indirect Statement, Question and Command.
3. Final and Consecutive Clauses.

All these are to be as simple as possible. This is Lewis' minimum. As a maximum he adds -

4. Participles and Ablative Absolute.
5. Simple Causal and Temporal Clauses.

Each teacher will be more or less bound to a certain routine for the syntax in accordance with his first and second year books. My first year book does (1) Above and the Direct part of (2) to some extent. Yet the Second year book I have had to adopt for syntax (Ritchie 2nd. Steps) repeats (1). It contains Lewis' maximum plus Prolocative Infinitive, Gerund and Gerundive.

The principal syntax I do in the second year is as follows and in this order :-

1. Prolocative Infinitive.
2. Final Clauses.
3. Causal Clauses.
4. Temporal "
5. Consecutive clauses.
6. Adjective clauses (revision)
7. Questions (Revision)
8. Commands (Partly revision)
9. Indirect Statement, Question and Command.
10. Participles and Ablative Absolute.
11. Gerund and Gerundive.
12. "Ought" and "Must"
13. Names of towns, domus and rus.

Causal and Temporal clauses are introduced early so as to furnish constructions involving the Perfect and Pluperfect ~~Constructions.~~ *Subjunctive*

Whenever a new syntax rule is encountered the pupils

must write it up in their note books with examples. One at least of these examples is to be learnt by heart. The rule is not always copied from the syntax book. Generally, I dictate my own form of it with a mnemonic if applicable. The example for the rule may be taken from the syntax book, the reading if available, or it may be dictated. I often make use of North & Hillard for this purpose. All rules must be set definitely to be learnt as homework as soon as possible. I make a point of having syntax lessons only if a homework period is available on the same day.

The syntax is further helped in the second year *by* seeking the assistance of the English master. If this cannot be done then much English grammar must be done in the Latin class especially on subordinate clauses. I am, at present, myself in the happy position of taking all but two or three of my second year Latin boys in English as well. I use a large part of the English lesson unblushingly as a preparation for the Latin syntax.

The order of the syntax depends entirely on the arrangement of the text book used. I use Ritchie's Second Steps. In this book the Relative Pronoun occurs somewhere in the middle. Now, my class have already done this construction in their first year, but, even so, the delay in revision necessary through the late appearance in the text-book is all to the good.

For many years I used to begin the second year work in earnest with Final Clauses. Last year I took the Indirect

Statement first owing to the new text book we were using adopting this as the first construction. I am doubtful whether the change was any advantage. Certainly the boys find the Accusative and Infinitive much more difficult than Final Clauses. Another disadvantage arising through deferring the Final Clause is that the Subjunctive is postponed and it is advisable that it should be learnt as soon as possible so that time may be available for plenty of practice in the forms.

Therefore, I shall deal with the syntax as it occurs in the class text book. As in the first year all the exercises are carefully done before the class is allowed to attempt them. Ritchie's book has one very useful feature to help us here. Each syntax page is faced by two exercises, one into English and one into Latin. Each of these exercises begins with eight very short sentences or phrases illustrating the new work. These eight sentences serve as useful material. First, before the rule, I take the Latin into English sentences and from them get the rule. If necessary this process is continued into the longer sentences, but the whole Latin into English exercise (often containing 20 sentences) is never done. Its use is purely and simply to serve as material for deducing the new rule and is not considered in the light of translation. Having had the rule ~~discussed~~ ^{discussed} and understood as far as possible the next step is to have it conveniently formulated and copied in the note book and only then do we study the syntax page which

is also set for homework. The important part of the work - English into Latin - then follows, and the eight short sentences are done orally first. The longer sentences are then done by the class and put on the blackboard. This is really the critical stage. The teacher must be sure that every boy is understanding the new work and contributing something to it. There is not only the new syntax to be considered but the old is always being introduced and mixed up. In practically every sentence some old or recent case usage appears. In the first sentence as an example from Final Clauses we have "Place whither" or "Motion towards" e.g. "They have come to this place, that they may hear you" (p.31). My first question with each sentence (very soon the question is anticipated) is, "Any constructions?" Each construction volunteered is rapidly settled and the business of translating is then begun. A careful eye is to be kept on the tense and voice of the verb. Words that should be known are asked (Nominative and Genitive or principal parts) If necessary, the exercise should be done twice on the board. No copying from the board is allowed, of course, but no trouble is experienced here when the boys see, as they see very soon, the futility of it. All the work is fully tested by the revision exercises which occur in the book. These are not done on the board but should be gone through orally before they are set for the class. One of the drawbacks of North and Hillard is that the revision exercises

are in the form of continuous prose - except the preliminary A to K exercises.

As soon as two or three constructions have been learnt (e.g. Final Clauses and Consecutive Clauses) the boys are required to note in the margin or at the head of each sentence the name of the construction employed in the subordinate clause. This is a permanent arrangement from then onwards. It serves the purpose of seeing where the mistakes occur - whether the boy has the wrong construction or whether he does not know the application of the rules e.g. the heading "Consec. Clause" followed by "ne" instead of "ut non" shows (allowing it to be a Consec. Clause) that he cannot apply the rule or does not know it. If on the other hand ^{he} ~~is~~ calls it "Final" (when it is Consecutive) and follows it with "ut non", he loses a mark although the Latin is correct.

The first exercises of the Second Year call for no special comment. Exercise I on the Vocative case is revision, but the vocative of "meus" should be noted. Then we have the plural nouns including the troublesome 'castra' which for many months will be treated as a feminine singular. Adverbs offer no difficulty. Then the Personal pronouns follow where the "mecum" group should be memorised. Compound subjects present no difficulty nor do "is" or "idem" in Ex.III. The genitive of "is" should be specially mentioned in view of the later trouble with "suus". After "hic" in Ex.IV, the Prorelative Infinitive is introduced - the easiest of the second year constructions, but it has a peculiar importance

owing to the presence (in the English) of the word "to" which is a great nuisance later on as it may introduce so many constructions both of verb and noun. I find it useful to dictate along with the rule the more important verbs which are followed by the Prolocative Infinitive viz: debeo, possum, volo, nolo, malo, constituo (status), conor, cogo. Of itself this construction is easy and its importance comes later when it has to be carefully distinguished from others.

Passing on to Ex. VII, I find this is mere revision again of fairly easy work. It is the straightforward use of the Participle in agreement, but does not include the Ablative Absolute. The whole question of participles is treated en bloc later and for this I forsake the class text book. The 'capió' verbs come next and as they are already known this exercise may sometimes be omitted although here for the first time the chief 'capió' verbs are collected together - facio, fugio, cupio, conicio and suscipio. These are all thoroughly learned along with their principal parts. Deponent verbs, following on, are dealt with under the accident.

After some recapitulation exercises we arrive at the Reflexive 'se' and then 'suus'. Both create a great deal of trouble amongst boys of this age. 'Suus' and 'eius' are hopelessly muddled and even when they are gradually sorted out the idea still persists, especially among the "B" boys,

that 'suus' qualifying the subject is therefore reflexive, that it cannot be in the plural when it means 'his' because 'his' refers to one person. The fact that 'eius' and 'eorum' do not change in form in this construction adds to the difficulty. 'Se' is further complicated when 'ipse' is introduced. I find here that 'ipse' is the sufferer. 'Se' is finally cleared up later when Indirect Statement comes to the rescue. However, no extra time can be allowed to these difficulties. They are not vital and a good deal can be done with them in the Reading where, however, care must always be taken not to turn the Reading lesson into a syntax lesson. The use of these pronouns and adjectives is gone into more carefully in the third year.

Factitive verbs are fairly easy except that there is some tendency to carry the Accusative into the Passive Voice although, of course, the pupils know nothing as yet about the Retained Accusative; Factitive Verbs are revised later in the 3rd. year.

With an "A" form this point of the work should be reached by the half-term since the Autumn Term is the longest. If it is a "B" form we shall be lucky to reach here early enough to allow time for the Subjunctive to be done. It is, however, very advisable if not necessary, to get the subjunctive forms learnt by first term. Many Second Year books begin with Final Clauses followed next by Consecutive.

Final Clauses represent something entirely new to the pupils. Assistance should be sought from the English master

as soon as the dependent clause constructions come. As I have mentioned before, for this year, at least, I am fortunate enough in having nearly all my second year Latin Set in an English class. I have seen, in some recent book, that the writer sees no point in dealing with the Sequence of Tenses. For the second year, at least, they are necessary I consider. Any extensive treatment may come later if required. It is not sufficient to show that 'may' is translated by the Present Subjunctive and 'might' by the Imperfect. Since very often 'may' and 'might' do not occur when the Subjunctive is required. The English Indicative and Infinitive frequently require the Subjunctive so that the whole idea of 'Purpose' must be made clear. I do not object to the word 'Final'. After all, at the beginning of the construction it conveys very little less to the boys than the word 'Purpose'. I consider it of some importance that the accepted name of the syntactical construction should be associated with it from the beginning. I cannot agree with Lewis in this respect at all. The meaning of the word "final" can easily be explained and is not hard to remember. Where purpose is expressed in the English by the Infinitive is the troublesome part and the Prolocative Infinitive may be quickly run through here to show the difference. The memorised verbs will also help.

Apart from the translation of the English Infinitive expressing, purpose only, the simplest final clauses should

be used in the second year. The Relative expressing purpose including 'quo' with the comparative may be left over as well as the uses of 'ne quis' and 'ut nemo' etc., in Final and Consecutive Clauses. These can be added in the third year. Many teachers are against taking constructions as well as forms in what they term snippets. But it is impracticable to treat the constructions in full in the second year. The outlines of the syntax are understood and these points left over may probably be regarded as exceptions although important. Lewis himself (F p.79), after arguing in favour of the treatment of the Participles as one group altogether, has to admit that in the second year (yet only in the second year) some allowance must be made.

The actual teaching of this construction presents little difficulty if done in the straightforward way. Attention must, however, be drawn to the Aorist and Perfect distinction.

Before going on to the Consecutive Clause, Ritchie deals, in a simple manner, with the Causal and Temporal Clauses. This secures adequate use of all the Subjunctive Tenses and is also useful for the 'cum + pluperfect subjunctive' alternative which crops up in dealing with the participles. With regard to Causal clauses the word practically resolves itself into the use of 'quod' and 'quia' with the Indicative and 'cum' with the Subjunctive, fuller treatment being reserved for the third year. Temporal

Clauses are similarly dealt with. I always have the phrases,

Quae cum ita sint
Quae cum ita essent

copied into the note books (they are not in the text book) with various translations such as 'under these circumstances' etc., These are to be learnt by heart for present and future use. Other translations which suggest themselves quickly are: 'this being so', 'this being the case', 'since this is so', 'accordingly'. So far as the Temporal Clauses are concerned the exercise almost restricts itself to 'ubi' and 'cum'. And it is expressly stated that 'cum' (when) is not used in the exercise. Future time and Past time difficulties are also left over. Needless to say no mention is made of 'suboblique' or inverted 'cum' clauses. These could easily be left even for the fourth year.

The use of the word 'mille' is introduced before passing on to Consecutives after revision exercises. Two or three examples with the words milites (-um) and passus (-uum) should be in the note book for learning by heart already from the first year.

Consecutive Clauses call for little comment. The Sequence of Tenses is sufficient guide or the English can be followed. The 'Perfect after the Historic' may be mentioned, but everything else under the heading should be left (e.g. 'qui' consecutive 'ut nemo', and translation of the word "too" by the comparative followed by 'quam' and the subjunctive). The teaching is straightforward; the negative

'ut non' must be carefully distinguished from 'ne', and it can be pointed out that 'so' or 'such' is generally in the main clause and the following go into the note book for learning:- tam, ita, sic, adeo, tantus, talis and tot.

Our textbook next gives is the Adjectival Clause which comes at an opportune moment. My class have done the Relative in the first year so that this appearance is a rest for the brighter ones and an opportunity for the others. I have already dealt with these Clauses in the first year. The introduction of the comparison of adverbs (see accidere) gives us the very useful 'quam' with the superlative meaning "as - - as possible". The full phrase with the verb possum may be shown but is unnecessary, and can wait until it occurs in Caesar. Again, the note book should be used for examples. Further examples from the Reading should be collected as time goes on.

Exercise XXVIII introduces us to the well known 'certiorem facere'. The cases of 'certior' here must be practised as trouble arises between the Active and Passive voices. The literal meaning must be used at the beginning for practice. Along with this idiom the 'summus' and 'medius' usage is revised (and 'totus' added by myself).

As a preliminary to tackling the three main Second year constructions - Indirect Statement, Question and Command - we next come to Direct Questions and Commands. Most of the types of the former are familiar from the first year since

'quis' and the enclitic came very early to be joined soon by "nonne". The construction is taken in two sections.

1. Interrogative Word.
2. Ne, nonne, Num, plus Alternatives.

From the beginning the boys were taught always to ask themselves, before translating a question, whether there was a 'question word'. If so, then the translation was a mere matter of vocabulary and, with the Pronouns and declinable adjectives, of agreement. If there is no question word then we are into the second section where the only unfamiliar word (except the alternatives) is 'num'. We often have much healthy argument following on the statement that "num" expects the answer "no". The boys will point out to me that e.g. "Surely you have done your work ?" does not really expect the answer "Yes" but expects "no" and merely shews that the answer preferred is "yes". The idea however is not difficult to grasp as long as the word "expect" is broadly used. The alternative questions are easy enough. The omission of the English "whether" causes little trouble since the 'or' points at once to the alternative along with the question mark.

At this point the pairs

et	-	et)	
aut	-	aut)	
nec	-	nec	)	(note-book)
alii	-	alii)	
alter	-	alter)	

are introduced so that practice is available to avoid confusing aut-aut with utrum - an. There is a note in the

text book to draw attention to this. Special uses such as "alii alia dicunt" are left out for the third year.

Dealing with the Direct Commands Lewis does not allow the 'ne' with Perfect Subjunctive use but sticks to 'noli' Infinitive. Since my text introduces this I take the whole section and divide into -

1. Commands.
2. Exhortations.
3. Prohibitions

I have found this old fashioned method by far the most satisfactory. It separates entirely commands from negative commands by giving them a different label. Then again it separates the Present Subjunctive (Exhortations) from the Perfect (Prohibitions). As it happens, my text book does not introduce 'noli' at all. This however is no stranger as it has already appeared in the first year reading. The whole scheme is dictated for the note book as follows :-

<u>Commands</u>	=	Imperative.	x	fac etc., rege - regite.
<u>Prohibitions</u>	=	1. NE PERF.SUBJ.	x	Not 'non'
		2. NOLI (-TE) INFINITIVE.		
<u>Exhortations</u>	=	Present Subj ^{an} ctive	x	Not 'non'
		Negative = NE		

The column on the right with the 'x' is to draw attention to special points. For 'fac. etc.' see page 221 .

'Noli' must not be used at first without the alternative and vice-versa. It is much easier, in practice, to get the pupils to see the difference between Commands, Exhortations and Prohibitions (although the two last are new words to them)

than to treat them (as Ritchie and North & Hillard do) as a complete tense of command. The true command is the imperative only. The 'noli' construction is preferred to 'ne' † Perfect Subjunctive, but I require the latter for practice in this tense. Such practice is difficult to secure at this stage and the opportunity should be taken advantage of. Further, our reading book has already introduced this Perfect as the Jussive Subjunctive which name is noted as it may be necessary for Examination purposes in questions on Syntax. The word 'jussive' is easily understood as '^uibeo' is a very familiar verb by now.

Ritchie's treatment of the Ablative Absolute is very unsatisfactory. It occurs next though there appears to be no reason for its position. The normal order would be to go on to the Noun Clauses after having cleared the way by revising the questions and commands. We are really in no hurry for the Participle constructions. They have occurred frequently by this time in the reading and are easily understood there and easily translated either literally or by adverbial clauses (this is excellent practice. On the other hand we require the 'Accusative and Infinitive' as soon as possible. In any case, I have to do this very early on sufficiently to allow it to be understood for translating into English. Furthermore, since I desert Ritchie altogether for the Participles there is no point in delaying the Indirect constructions for them.

I find it better therefore to go on to the Indirect

Statement. An attempt should be made to connect up with the English grammar here, but there is a difficulty - the Indirect Statement differs so much from the Indirect Question and Command. They can all be recognised as 'Noun Clauses', but the Indirect Statement is much more obviously connected with the English in that it is so obviously an object noun clause with its Accusative. It can, of course, be the Subject too.

I find that to ensure the correct tense of the Infinitive and to get the subject of the Indirect Statement into the Accusative it is better to tackle these sentences from the Latin point of view. I teach the construction in the usual straight-forward way - giving the rule for the tense of the Infinitive, but I follow this up by trying to get the boys to 'think in the Accusative and Infinitive'. For example, if the sentence is "Caesar says he is coming", I get them to turn it mentally into "Caesar says himself to be coming". Here we make sure that the reflexive "se" is used and not "eum" which is one difficulty removed. Also we obtain the correct tense of the Infinitive. The correct form of the pronoun-accusative (where there is one) is the great difficulty. The future infinitive, lacking in English, gives us a very clumsy sentence by this method but they do not have to use the method long for the future as they very soon recognise that "will" and "would" are future and need no further consideration. Ritchie, again, is guilty of a serious omission in

dealing with this construction - he omits all mention of "nego" for "dico -- non". There is nothing at all difficult about "nego". If the boys are warned that the verb "to say" followed by "not" is a trap for them they soon, for the most part, avoid the mistake of using "dico". A few will always be liable to err - these are the careless ones.

It is unnecessary to trouble much about the Passive verbs such as "Nuntiatum est". These can all be added next year. "Constat" might possibly be given but the only one I trouble about is "certiorem facere" which has been previously explained during the term. Trouble often occurs when the Infinitive is a Copulative verb where those who have learnt their rules well will want to know why e.g.

"Dixit, urbem magna esse"

is wrong. "Magnam" is easily explained as agreeing with the subject. The verbs of hoping and promising can be learnt as taking the Future Infinitive after them, but their method of turning the English into the Latin form makes this unnecessary. The use of "fore ut, futurum ut" + Subjunctive instead of the Future Infinitive Passive should be avoided. The most persistent mistake in the construction is the failure to make the participial parts of the Infinitive agree in the Accusative Case, and no sooner is this remedied than the Future Passive is also made to agree.

Before leaving this construction I dictate a list of verbs followed by this Accusative and Infinitive. This list is to be learnt definitely and should include at least *puto, credo,*

intellego, cognosco, scio (and nescio, perhaps) audio, dico, nego, spero and promitto.

The construction named "Indirect Command" is rather a misnomer when such words as beg, ask, advise etc., are included in the construction. The Clarendon Latin Course as well as North and Hillard use the word "Petition" as well as "Command", the former book treating "Petitious" separately. There is no necessity to confuse the pupils by adding another construction in this way. North and Hillard is content with the heading "Indirect Command and Petition" and makes no further reference to the latter word. The word "command" should be shown to the boys to be used broadly and to include verbs of "asking". The list that I give makes clear the type of verb that comes under this heading.

There are two reasons why Indirect Command should follow Indirect Statement -

1. "Dico" and "nego" have the parallel "iubeo" and "veto".
2. Some of the verbs may introduce either of the constructions.

The construction presents no difficulty and simply follows that of Final Clauses. Very often confusion arises as to which of "iubeo" and "impero" take the subjunctive. I get over this difficulty by dictating for the note book the line:

"imper-ut plus Dative".

Impero is remembered as "imperut" and the subjunctive naturally follows as well as the Dative. The ability to distinguish between the verbs which may introduce statements or commands

is not easy to obtain. Boys do not easily grasp the difference but a useful guide for them is to consider that the verbs concerned - moneo and persuadeo (suadeo) - will be followed by "to" if an Indirect Command is coming and that the word "that" will introduce an Indirect Statement. A similar confusion arises with the verb "to ask" which may introduce Command or Question. In the latter, however, the Interrogative will show that it is Indirect Question. It should be pointed out that "dico" must not be used in Indirect Commands to translate the English "tell" e.g.

"I told him to go -

required "iubeo" or "impero", but

"I told him I was going"

would require "dico". "Veto" must also replace "nego" in similar negative sentences. Difficulties of this type (which do not involve any syntactical difficulty) should not be left over for the third year. By this time the pupils will be able to get a firmer grasp on the constructions. This construction for example, actually requires nothing new since it is practically identical with that of Final Clauses. Some text books introduce verbs of Fearing under the Indirect Commands. I prefer to take the verbs of Fearing as a separate class and, through text book difficulties, to leave it for the third year. Verbs of Fearing are required, however, for the Public Schools Entrance Examination and if any of my boys have this in view I take them privately after school or in class for such points.

Several of the verbs introducing Indirect Command require either the Dative case or "ab + Ablative". It is rather a nuisance that the "cui verbs" are not, as a rule, done until later as this would solve the greater part of the difficulty here. Yet there are only a few verbs that need to be memorised. Only the Dative and Ablative ones need be noted leaving the Accusative case for the others. I have the usual list dictated as follows:-

rogo, oro, moneo, posco (my boys are very keen on reduplicated perfects !)
^{hostor}
~~hpetor~~, iubeo, veto.

then:

<u>Dative.</u>	<u>Ab + Ablative</u>
Impero persuadeo	peto (postulo)

As in Final Clauses the dangerous word "to" is carefully pointed out and a glance is taken at the Prolocative Infinitive list.

The third substantival clause - Indirect Question - is the last 'clause' construction to be dealt with in the second year. The construction itself is of no great difficulty. The interrogative word betrays the indirect question possibility but care must be taken to distinguish from relative clauses introduced by "who", "where" etc., and especially "when" which is confused with the temporal use of this word. Mention will already have been made that 'cum' must never take the place of 'quando' in a question but this is the time to tackle the difficulty thoroughly. It is useful, I have

found, to set for homework a collection of short sentences where Relatives and Indirect Questions are mixed up. The work is not to translate but to name the kind of clause. The possibilities of 'if' introducing either a conditional or indirect question need not be considered much at this stage as Conditional Clauses are unknown. It is however necessary to point out that "if" very often (and, for the present in their exercises, always) means "whether" and must be so translated. Here it may be shown that 'num' (indirect) does not necessarily expect the answer 'no'. Alternative questions, too, have to be considered. For this construction I have now given up dictating the verbs which take it and have substituted the interrogative words viz: 'quis, qui, ubi, cur and quando' already known with the new ones 'qualis, quantus, unde, quo, quomodo, num' and the alternatives substituting "neque for annon".

The tense of the construction presents little trouble in actual practice. Bearing in mind the principle of the Sequence of Tenses the English will point to the tense. North and Hillard gives a note on the Perfect Subjunctive which I give the class. Periphrastic conjugation need not be mentioned in introducing the new form used for a Future Subjunctive.

At this stage I find it very useful to spend part of several lessons on the five constructions -

1. Final.
2. Consecutive.
3. Indirect Statement.
4. Indirect Command,
5. Indirect Question.

One whole lesson is devoted to a recapitulation of them with close reference to the note books where necessary. The custom is now well established in the class of naming the constructions involved in their sentences before beginning to translate. The name is written down now on one line and underlined and the sentence translated underneath. In case of mistake this shows where the trouble lies and it also forces the boy to think and not rush blindly on to the subjunctive for everything after the first verb. At the beginning of the next few lessons two or three sentences are put on the board and done orally by the class with the name of the construction coming first and then the method of translation

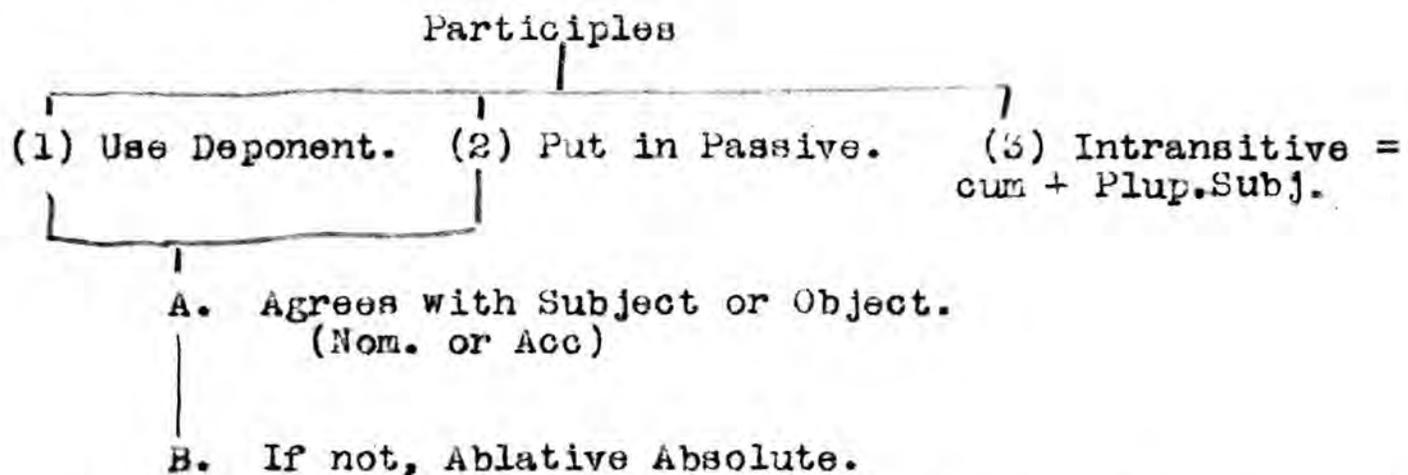
Two more important things remain to be done in this year—participles and the gerund. The latter may be omitted with a weak form and left for the third year, but as a rule I get it done. I follow Lewis' method with a slight modification in dealing with the participles. His method of elimination (F.p.76) is undoubtedly the best method of approaching this important part of the work. Experience shows that the participles must be done methodically and yet the text books do not treat it in this way. The Ablative Absolute is taken as the name of the construction in Ritchie and everything else is treated as a derivation from this. North and Hillard is much better. I treat the construction as follows and desert the class book except for the sentences (to which many have to be added). Having explained that very often

the English Present Participle is equivalent to the Past Participle in Latin the following steps are necessary on meeting a participle -

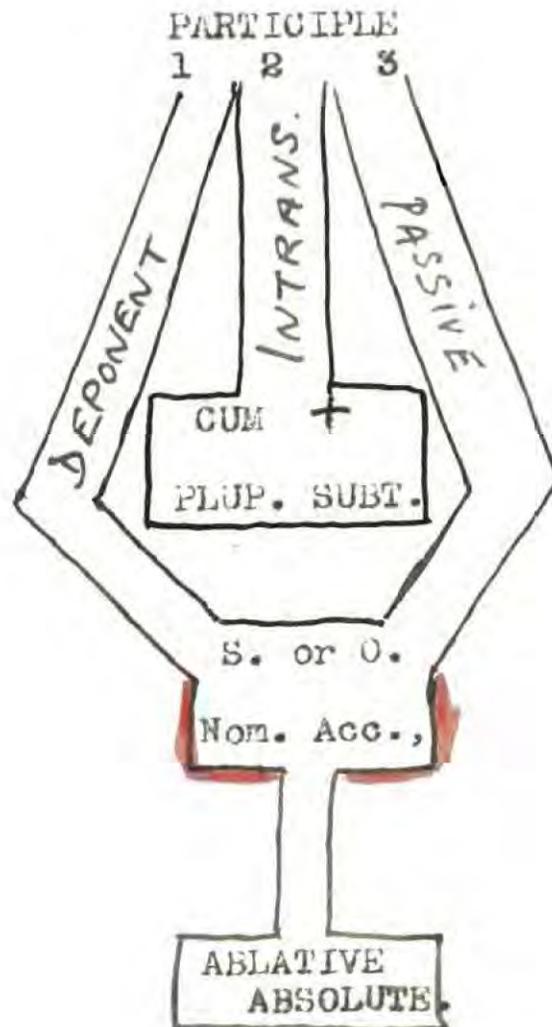
1. Have we a Deponent Verb ?
If so, go on to 3.
2. Turn into the Passive
Unless already so

If this cannot be done
the construction ends with CUM + Pluperf. Subj.
3. See if the participle can be made to agree
with the Subject or Object, which means
Nom. or Acc. case; if not -
4. Ablative Absolute.

This is not so complicated as it appears. To make it easier for remembering, I have tried various methods to be copied in the note books, such as -



Another plan I have them to copy on a full page of their note book is the following under the title, "The Road to the Ablative Absolute".



A diagram is always easier to remember than a complicated rule. Boys do not know much about Intransitive verbs at this stage, but this does not matter as they easily see that such verbs at least cannot be put into the Passive. If the participle is already in the Passive they simply go on to the third stage, and there is no need to allow for this in their sketch. The Subject and Object Square is marked red as a danger signal. It is a troublesome part of the construction.

The final construction - Gerunds - remains. The Gerund itself needs no special comment. The -ing ending has to be distinguished as either the gerund or the present participle.

And again it has to be shown that the Infinitive form (in Latin) has to be considered as the Nominative and Accusative of the gerund. Trouble arises between the gerund accusative in -dum (needing a preposition) and the infinitive. Most of the difficulty, however, is due to faulty English grammar. The Gerundive is included under this construction, that is, the Gerundive Attraction. This was a great stumbling block until I found a method of simplification. The pupils understand quickly enough that the gerundive is used instead of the gerund with an object. It must be carefully noted that this means an object in Latin in the Accusative case. One or two Dative verbs should be used but these should not be overdone at first. The great trouble is in actually making the agreements when putting into Latin. The boys learn the rule that the Object takes the case of the Gerund and the Gerundive then agrees with the object in gender, number and case. This seems easy enough, but in actual practice is hopeless for young boys. They forget which takes the case of what and which way the agreement goes and even if they quote the rule they cannot put it into practice. I always try to get the sentences done relying only on the rule at first, but always they are unsatisfactory. Therefore I introduce a quick and sure method of getting the Gerundive Attraction correct. It is simplicity itself. The common phrase "for the sake of making peace" will serve as an example. Having concluded that this requires the construction, all the boys do is to bracket the gerund either mentally or

at the back of his exercise book. He then translates "for the sake of peace" - "causa pacis" and all that is left to be done is to make the Gerundive agree with the noun 'pacis' which is easy enough.

When we deal with the translation of "ought" and "must" it may be of interest to distinguish between the shades of meaning in e.g. "oportet", "debeo" (duty, obligation) and "debet" (fitness) on the one hand and the gerundive expressing necessity on the other. The construction with gerund and gerundive is not easy. Young people always get into trouble when distinctions have to be made between Transitive and Intransitive verbs. In this construction, too, a transitive verb without an object is considered as an intransitive. The method I use is to decide first whether there is an object or not (Dative verbs are ignored at first). This fixes either the gerund in -um or the gerundive in agreement. Then it must be put into passive voice - even when phrases result like "it must be gone by us". It keeps everything uniform and in intransitive verbs it points directly by the use of "it" to the impersonal construction where the -um ending is quite natural. They will note that where there is an object in the active this will become the subject and that the gerundive agrees with it. Tense difficulties have to be carefully watched for. The Dative of the agent, though frequently forgotten in actual practice, is merely a question of memory along with the alternative Ablative, to avoid confusion when necessary. An alternative method of dealing

with the whole construction is to decide first whether or not there is an object (watching for Dative verbs in the third year) and, if not, put down the impersonal gerund construction straight away and then the subject in the Dative case. If there is an object put it down as the subject and use the gerund in agreement with it. The first method ensures a better understanding of the syntax but the second is immeasurably quicker.

So far as subordinate clauses are concerned and constructions of the verb this concludes the second year work. Syntax of the cases includes a good deal of revision of the various usages of the first year. To this must be added -

1. Ablative of Comparison.
2. Time (a) Within which.
(b) How long before or after.
(c) How long ago.
3. Place with names of towns
domus and rus - locative.

The various Locative cases of common occurrence are memorised ('Domi', 'Romae', 'Athenis' etc.,)

READING: The method of reading of the first year is pursued.

We are however considerably slowed up in our efforts at unseen translation. During the first year all the translation has been done unseen in Class by the boys individually with very little help from myself or reference to the vocabularies. The introduction of the Accusative and Infinitive in the first piece of the Second Year Reader is responsible for the immediate slackening of pace. The pace is only slow in comparison to that of the first year. It goes fast enough for

our purpose. The aim is just as in the first year but it is now more difficult to get a sound idiomatic translation at first. By constantly insisting on this facility grows. This is the principal aim of the translation and nothing which savours of "translativiese" must be tolerated. During this year the translation is set more as Homework after class preparation but the preparation is still to be done very largely by the boys themselves. I insist on the new note books issued for the purpose being used for all the new words on one side of the double page and I allow them to write opposite their own translation. The latter is not insisted on unless the boy is weak. He is not allowed to use his notebook of course when called on to translate. The list of words is inspected periodically. Nominatives and Genitives and principal parts are required along with the meaning. Yet I am seriously considering the advisability of scrapping this system. The Reader contains a suitable list of special vocabularies numbering over 500 words which are to be memorised and ample practice is given in both nouns and principal parts in the reviews after each reading lesson. So that the only purpose the list serves is to ensure that the boys actually do try to get the preparation correctly done. Even then it is no sure test. The only test is the ability to translate. At present I set some of the reading done during the term in the examination. If I scrap the note book I shall also give up setting term work in the examination. I intend giving this method a trial during the coming term and

am convinced that it will be a better plan than that usually followed. Even when we reach Caesar in the third term the same new plan may possibly be employed. This is the plan I adopt in the third year to a certain extent. Caesar is done as the class book, but only an unseen piece of this author is set in the term examination. The poetry author - Ovid - is examined on.

The Ablative Absolute is of frequent occurrence in the reading and it is a good plan to try to get this translation by various clauses from the beginning. After getting accustomed to the literal translation it may be dropped altogether except where strictly necessary. The same method may be applied to the participles generally. A method of passing quickly through a piece of reading in order to push on (which is frequently advisable) is to read the piece through in Latin perhaps twice and then ask for a summary of it in English. This is often suggested as an occasional exercise, but I use it to some extent with every new piece. I read the Latin through myself, carefully keeping the word groups together so as to give the sense, and then ask what it is about. Having got the substance, one of the boys, often a volunteer, tries to translate with assistance from the class or myself where necessary. Other boys follow and then I give them the best translation I can. This is our method of preparing the translation and it is then done as homework.

It is important to see that the subject matter of the reading is not lost sight of. Too often, I think, this is the

case. It is wrong to assume that the boys will know much about the matter even when it has been prepared. If the piece is difficult the impression of the subject matter is considerably blurred by the effort to secure translation. It is very advisable in the second year to find time to have the translation written out occasionally. Time is considerably limited owing to the demands of the syntax but written translation will eventually be the test for the pupils in their exams. A short piece once a month is often enough and the piece should be carefully chosen so as to be fairly complete in itself and to include scope (in participles and idioms) for the use of discrimination and intelligence by the boys in their choice of English. The boys should still have to read themselves before translating. The practice used in the first year of having each piece read in chorus by the whole class before leaving it, has to be discontinued. The pieces are too long for this and there is also the question of time.

Finally, the following points should be noted in translation -

1. Avoid English derivative
2. Avoid literal translation when not good English.
3. Avoid translating e.g. 'locus' as 'place' always.
We have in English site, position, situation etc.
4. Avoid Nominative Absolute for Ablative Absolute.

Once again, so far as possible, the translation should be done in the Latin word order and no searching for the verb unless beaten.

ACCIDENCE: The bulk of the accidence should be completed in

the Second Year. For this I use my class syntax book largely. This means that much revision is set. The following occur ('R' signifying revision) :-

1. Personal Pronouns (R)
2. 'Is' 'hic', 'ille' (R)
3. 'Idem'.
4. Infinitives and Participles (partly R)
5. 'Capio' verbs (R)
6. Deponents.
7. 'Se', 'suus', 'ipse' (partly R)
8. 'Alius' group of 9.
9. Subjunctive.
10. 'Possum' (R)
11. 'Qui' (R)
12. 'eo', 'volo', 'nolo', 'malo', 'fero', 'fio'.
13. Comparison of adverbs.
14. 'Quis' (R)
15. Imperative (partly R)
16. Interrogative words.
17. Gerund and Gerundive.
18. 'Deabus' etc., and 'deus'; 'vis', 'domus', 'senex'
(partly R)
19. 'Plus' and 'mille'
20. 'Quidam'.
21. Numerals 1 - 1000 (theoretically)

By adhering to this list we obtain sufficient new material and at the same time secure some useful revision which is well spread out over the year. This means that the revision is not done altogether at the beginning of the new year and so fresh work occurs almost at once to interest the class. The greater part of this list calls for little special consideration. Disregarding the perfect stem tenses we take 'capio' to be identical with 'audio' except in the 2nd. Person Singular of the Present Passive - 'caperis' for 'audiris'. The short 'i' of 'capio' in the active and the long 'i' of 'audis' has prepared the way for this. There is, of course, the Imperfect Subjunctive 'caperem' for 'audirem' but the rule for forming

this tense accounts for the difference here as the only exception to the 'adding on to the infinitive' rule is 'fio'

Deponents are rather a nuisance. The spelling of the third conjugation is difficult and 'morior' is a sure trap especially in the Present Tense. This is the tense I insist on from the first and 'morior' ceases to become a trouble after a time. The third conjugation which is so very common must be carefully practised. Chorus work again is very useful. The group exemplified by 'alius' is of no difficulty with the unexpected Genitive and Dative Singular.

The Subjunctive is the basis of the chorus work and the syntax of the whole year. The rule for the Imperfect must be given as this tense is the commonest of all and a quick way of forming it is a great help in the exercise. The exception 'fierem' must be noted. The changing over of the vowels in the Present Subjunctive ('e' in the 'a' conjugation and 'a' in the others) may be a help but it is scarcely needed as frequent chorus work soon hammers in these tenses. Attention should be drawn to the '-erint' ending of both the Future Perfect Indicative and the Perfect Subjunctive and it should be compared with the Perfect Indicative '-erunt'.

" Poss^uum " is already known and just requires a glance. The three verbs 'volo,' 'nolo' and 'malo' are important along with 'eo', 'fio' and 'fero'. Chorus work again is the keynote to a sound memorisation of these.

The imperative here needs complete revision - the passive

form having been introduced with the Deponents. The passive form is easy - the 'infinitive' and 2nd. plural Present Passive. I have a mnemonic for the irregular imperatives of 'facio', 'duco', 'fero' and 'dico' which never fails. They are simply learnt as 'fat duck for Dick' and there is no more trouble ! Little else calls for comment. 'Plus' and 'mille' should be learnt together (milia, of course, is the actual word declined). I do not bother much about the numerals, especially the Ordinals after 20. 'Quidam' may sometimes be joined by 'aliquis'.

Constant practice of all the new accidence must be accompanied by revision of the first year work. Chorus work should be regular and systematic. I disagree with Lewis F.p.207 who says that we may accentuate the endings. There is no need for this at all. Let the words be pronounced properly from the first. Professor Mountford writing for Latin Teaching (H.2 Vol. XV.No.1.p.11) in 1932, says:

"Yet not so long ago I was surprised to find a very successful teacher advocating the practice by which the termination of nouns and verbs are stressed as an aid to memory. His experience was that boys gradually broke themselves of the habit; my experience is just the opposite". It looks as if Professor Mountford was referring to Lewis. However, that may be, my own experience is in agreement with his.

The learning of the principal parts of verbs which began in the first year becomes of prime importance in the second year. It is absolutely essential that as many as

as possible of the common verbs should be learnt. Otherwise everything is disorganised. Yet I do not, as a rule, set principal parts to be learnt as homework. I have had considerable success during the last two years by simply chorussing the verbs in class. My second year class has developed a mania for reduplicated Perfects. They like them. The Perfect has a comical 'kick' element in it which appeals to them. I have only to repeat one of this class (alas, so limited) once and it is seized upon. This is not the end of the work, however. Scores of pupils will give with ease principal parts and be unable to apply them to the purpose which is the reason for learning them. I have found that it pays to demand a Perfect or Participle etc., as soon as parts have been chorussed. But the importance of learning the principal parts lies entirely in being able to use these parts ^{for} ~~from~~ verb formation. It is by no means sufficient to learn the parts. There must always be tests (oral and written) on the various tenses to see if this knowledge can be applied. Many a second year boy will give at once the principal parts and yet immediately after give even a wrong perfect from the same verb. Much practice is necessary as learning is not the same as power to apply.

VOCABULARY: A definite number of words must be memorised this year and this should be done systematically and the work tested. The class reading book contains a list of

569 new words for this purpose and also has the complete first year list of 447 words reprinted. This gives a total vocabulary for the first two years of 1016 words. This does not represent the real total of words known by the boy. There are many which are similar to the English form not included in the list but well known. Others linger in the memory and it is very likely that a boy has a vocabulary of over 1200 words after the first two years. It is generally considered that an average of 500 per year should be aimed at. In my own class we use words in the two books - the reader and the exercise book. The reader does not contain words specially selected for Caesar. They are selected for their importance for Latin. Other points considered in the vocabulary selection are (1) the importance of words for continuous narrative (tandem, nam, itaque, autem etc., (2) those important for oral. Nevertheless, actually quite a useful Caesarean vocabulary is built up. The learning of the vocabulary is closely connected with the coupling of the English derivatives with the stem of the third declension and the supines of the verbs. This also has a bearing on the improvement of English spelling. The Second Year vocabulary given in lists at the end of the reading book is definitely learnt and the reprinted first year list is revised. In addition to this many words not in the list but in the reading are remembered as the pupils have to write them down in their translation preparation. This applies, of

course, only to new words (words they know are not written down again). Then again, many words are occurring in the syntax book so often that they soon become known.

So much for the study of the language. It must not be forgotten that some historical and cultural value must also be aimed at. Each of the reading pieces in our Second Year book (except Caesar at the end) contains something fresh and interesting. The pieces are arranged as before stated in four groups :-

1. Stories from Mythology.
2. The Roman in his home.
3. Roman History.
4. Caesar.

External aids should be sought especially in the way of illustration although one of the boys once brought me a small Roman lamp to show to the class. The Association for the Reform of Latin Teaching (A.R.L.T.) run an Archaeological Aids Committee which lends out slides, postcards etc. for illustration. This is the Association which publishes "Latin Teaching" (H.2). Stories of Atalanta, Proserpina, Orpheus, Circe and Midas which comprise Group 1 are fairly well known by the boys already and large pictures from various educational publications are available in the school. ~~in~~ The first group, Midas, contains full information of the Roman house whereas a different type of house - flats - is introduced in Group 2. Group 3 is preceded by a brief outline of Roman History from Romulus to the Empire. It only takes one and a half pages. The stories include Brutus, secession of the

Plebs, the twelve tables and Appius Claudius, Camillus, the Senate, Hannibal, Scipio, Roman Ideals of Citizenship, Gracchus and so to Caesar's conquest of Gaul. It is obvious that such a programme aims at far more than the language only of the Romans. All these stories are not done thoroughly. If I find the interest flagging in any piece we finish it off by the summary method. At the end of the book the boy has a far clearer idea of the Romans than can be secured from any other book that I know. He is familiar with the legends of Greece, the outlines of Roman History and the life the Romans lived themselves. He begins to realise that the Romans had ideals of family life and citizenship equal to ours and he becomes acquainted with some of the ordinary details of ancient life. These should be talked about and illustrated where possible. The book cannot be finished in one year, but it has to be discarded in the third year for Caesar and Ovid. There is no need to worry if the Caesar is not finished. After all, it is only meant to be an introduction. But Caesar should definitely be started during the third term. A fair number of constructions will be known by then and many more will be familiar in Latin so that the progress is not so slow as that usual when Caesar is begun.

There are countless readers on the market suitable to some extent for the second year. Most of them suffer from the same defect - they give the pupils little information of value about the Romans. It is impossible to review many of them but I have considered in the past the advisability of adopting some

of those mentioned below. The discovery of "Latin for To-day" has, however, left me no desire to change. There are a few books suitable for the second year which contain the matter in the form of dialogues or plays. There is one published in 1926 by G. Bell and Sons entitled "Dialogues of Roman Life" by S.E. Winbolt. The author states in his Preface (N 2 p.VII) that the ordinary book gives information of the history of Rome but no knowledge of the social life - games, school life, dress, houses, seaside resort. He considers that the appeal of dialogue is more direct, simple and lively than that of unbroken narrative. The dramatic, he says, is one of the strongest instincts in young pupils. He is quite right here, but I do not think that Latin dialogues day after day, would encourage it. He refers to the writers of dialogue in Tudor times who smoothed the path for the young, Erasmus, Corderius, Castalio, Vives. I do not find his reason for dialogue convincing enough. I think that the boys would weary of this book as soon as the novelty wore off. The subjects are interesting enough but too much of the same type. They give nothing else but social information - no history, no mythology and I suspect would serve as a poor approach to Caesar or any other Latin author by reason of their form. The book is quite well illustrated. But from all points of view compares badly with the book I have adopted.

Bell & Sons published two other little books of this type but containing plays rather than the dialogues of the first

book. These are "Cothurnulus" by E.V. Arnold (1926) and "Olim" by Effie Ryle (1928). Both aim at the same object - to make the reading more interesting. "Cothurnulus" (M 2) is very interesting. It ~~claims~~ to retain something of the interest of the great themes it handles and to give a real, though restricted, view of the great impulses which contributed to make the history of Rome in its different epochs. The substance is drawn, the author says, as directly as possible from the Latin authors. The titles of the three plays in this book are "Veturia", "Idus Martiae" and "Cremutius". This book, therefore, is definitely historical. "Olim" (L 2) on the other hand seeks to make antiquity real. Its author suggests it may be used as a supplementary reading book for the second or third year of Latin. It is hardly good enough to displace Caesar or Ovid in the third year except perhaps in a girls' school, where Caesar is considered dull. The author does suggest that the book might be considered as primarily for girls since she has sometimes felt (L 2 p.VIII) that many Latin school books are primarily for boys. One of the plays "Lex~~o~~ppia" is also contained in "Mensae Secundae" (one of our second year books and mentioned below) in ordinary narrative form. The plays are interesting - to an adult. We find Catullus' "Passer mortuus", Ovid's Pyramus and Thisbe dramatised, Appius Claudius and the plebeians, anti-feminist Cato and Martiae with his noisy schoolmaster neighbour. I think the interest of these is mainly in recognising the

familiar words and phraseology. I doubt whether pupils of twelve years would be much interested. This idea of using plays for reading matter is too near the Direct Method to inspire much trust in those who are not believers in the method.

Two attractive little books I have used for private tuition and for bringing on backward pupils are -

1. Scenes from the Life of Hannibal (J 2)
2. Tales of Great Generals. (I 2)

Both are edited by W.D. Lowe and contain very good illustrative material. My own first introduction to Greek reading was through this author's "Wars of Greece and Persia" from Herodotus (P.2) Number (1) above is from Livy and number (2) from Nepos. His plan is to begin with short simple sentences increasing in length and then in syntactical difficulty. For school use I do not consider them of sufficiently varied interest. The Hannibal contains a useful historical introduction on the relations between Rome and Carthage while the other has an account of the life and works of Cornelius Nepos. I cannot see where books of this type can fit into the four year course but I can recommend these two - and the Greek one (P.2) for Greek students - as very suitable books to use for quickly approaching ordinary Latin and Greek. For the older beginner such as the boy who takes up Latin in the Sixth Form these two readers are excellent.

One of my colleagues who takes a parallel second year set of "B" boys uses a book "Mensae Secundae" (O 2) which comes as nearly as possible to the ideal second year book.

Covering the syntax of the second year "it is definitely arranged so that new points of syntax are introduced one by one" (Preface 0 2) and are continually repeated. Pieces are chosen from Caesar, Cicero, Livy, Ovid, Pliny, Apuleius, Aulus Gellius and Tacitus. This is the order of introduction of new syntax and accidence (with titles of the pieces):-

Pyramus et Thisbe.)	
Romulus et Remus.	)	Passive.
Horatius, Cloelia,)	
Veii obsessi, Damocles.)	
Roma capta, Capitolium Servatum	)	Ablative
Britannia Antiqua.	)	Absolute.
Titus Manlius Torquatus)	
Incensium Vesuvii.	)	Final.
Versipelles.)	
Corvus, Delphini.	)	Consecutive.
Manes, Caesar Britanniam invadit.))	
Camillus, Myscelus	)	Indirect
Apud Sagam.	)	Command
Insulae Fluitantes, Canes.	)	Indirect
Regulus, Mors Caesaris.	)	Statement.
Sagae. ...	)	Indirect Statement and Command.
Spurius Maelius.)	
Papirius Praetextatus.	)	Indirect
Sertorius et Cerva.	)	Question.
Asinus)	
Roma Incensa.	)	Temporal.
Androcles et Leo, Medea,)	
Lex Oppia.	)	Miscellaneous.

I have given the contents in full because I hesitated long before choosing between this book (0 2) and the following one discussed, as a second year book to meet my requirements. When "Latin for Today" was published I was

saved the necessity of further choice. The author of "Mansae Secundae" follows my own plan of doing Indirect Statement and Command next to each other and does not separate them by Indirect Questions as is generally done. The syntax is just about the amount required for the second year. Yet the book suffers from the general complaint that it gives little of social information and no real idea as to who the Romans were or what they did. The illustrations are few and uninteresting.

The rival to this book mentioned above was Ritchie's "First Steps in Caesar". For its purpose it is ideal - as an introduction to Caesar. It is divided up into three parts. Part I consists of preliminary exercises on constructions (Latin into English) and contains all the syntax of the second year. Part II has the text of De Bello Gallico (Bk. IV) but on the pages opposite to the text the longer sentences "are presented in the form of a series of short sentences" (K 2 p.19). I have not had the opportunity to use this book in class, but have used it with a few of the backward boys in the third year, and I have found it very useful. As an introduction to Caesar it is much more useful than the simplified texts. Of course it is Caesar and Caesar only so that we get no further social or other information. It is a book that would be useful in the last term of the second year or in the third year. It is a far better book than that which I have been compelled to use hitherto

for my second year set - Caesar's "Wars with the Germans" (See below) Part III of Ritchie's book contains the text only of Book V of "De Bello Gallico". The preparatory matter is relegated to the notes and is introduced only for specially difficult sentences. He has an interesting and useful classification of clauses at the beginning of the notes (K 2 p.54), where he lists the Latin clauses to the number of twelve. This at least lets the pupil know just how far he has to go and, generally, on beginning this book he will have done at least seven or eight. He has therefore only four more to study. The notes also contain full explanations of the syntactical constructions. It is altogether a most useful book.

It would be fitting to end this discussion with a criticism of the book I used previous to "Latin for To-day" Part II. The contrast is striking. This book was Caesar's "Wars with the Germans" by W.C. Bowie (Z 1). It represents the usual type of book issued to the unfortunates in the second year Latin Class. The book contains selections from the Gallic War and is divided into three parts :-

1. Campaign against Ariovistus containing easy detached sentences.
2. First Invasion of Germany (simplified text)
3. Second Invasion and Customs of the Germans.
(Original text).

There is a short introduction on Caesar and the Germans. The illustrations in the book are quite negligible. A more dismal book for boys of just over twelve years (who have probably been fairly well interested in Latin in the first year) could

hardly be imagined. I have ^{satisfied} ~~xxxxxx~~ myself with my present book that the boys are really keen and do like Latin. One of my first year boys during the slack period after the Christmas examinations (he had only done one term of Latin) came out and asked me to lend him the second year text book to read. He could not read much, but there was sufficient interesting matter in the book apart from the Latin. And this is what is wanted in the first two years. When the third and last years come we have to give up a large part of this extraneous (?) matter and concentrate on preparing for the Leaving Examination. "Caesar's Wars with the Germans" begins this "giving up and concentration" after one year of Latin and this is the worst criticism against it. For its purpose it is, I suppose, very suitable, but the purpose is entirely wrong in my view. I have seen, year after year, the first year enthusiasm of boys growing colder and colder from the beginning of this book and books like it. If they must lose this boyish eagerness let us put it off as long as possible and it can easily be put off at least until the third year when new incentives to study can be used.

I am therefore well satisfied with Part II of "Latin for To-day", disappointing as it is from the point of view of syntax. My class have a good and interesting reader which leads them up to Caesar in the third term. It gives them information of Roman mythology and history. They learn how the Romans lived and what they did and that there were such

people as Roman boys who went to school. By the end of the year they are as familiar with a Roman house as they are with the school. They know that the Romans had seaside resorts and they want to know all about the Circus games. And they are not tired of Latin or disinterested. I will not say that all are good Latin scholars. I am sure that they are better than they were on the old type of book. And, above all, I satisfy myself at least that we are doing our best to study Latin in such a way as to obtain all the benefits so often claimed for it but so often missed to a large extent.

CHAPTER IX.THIRD YEAR LATIN.

Third year Latin is to a very large extent stereotyped. The work is definite and does not lend itself to much variation of treatment. It is neither an "accidence" year like the first nor a "syntax" year like the second. I call it the "translation" year. In this year the first real acquaintance occurs with a Latin author and discussion must necessarily centre round this. "How are we to treat a Latin author?" Caesar seems to be the popular choice and is very general. But it is important to have a second author in this year for poetry. This should be Ovid, to judge by the consensus of opinion.

Accidence is ~~not~~ practically completed and the bulk of the elementary syntax is also known. In connection with both it should be noted that a good deal of revision is bound to be done, whether specially provided for or not, in translation. Translation therefore forms the main objective for the third year. But a new element enters into our calculations. By this time the class will contain, broadly speaking, two groups (1) those who are beginning to feel that Latin will never be their strong point - they will have had the interest in the lesson more or less sustained but this interest will now be replaced by interest in the subject itself or there will be little interest of any kind left - (2) those who are good or fairly good and already have an interest in the

subject either because of itself or because they are good at it. The teacher, will have to strive to sustain and to rouse an interest in Latin for its own sake in the third year and this must be done mainly through the translation and what can be got from it. For this reason it is important to provide an adequate background for the authors read without prejudicing the actual translation. The Report says: "great stress should be laid on the subject matter and the historical background of the texts read, though not to the prejudice of exact training in the language" (Recommendations p.p.275). This applies equally to the third and fourth years of the course. The cultural side of the lesson can be maintained in derivatives as in the earlier years and also by brief *but* careful and interesting explanations of literary, geographical, historical, mythological, social and even biographical points. I myself make a point of introducing the Roman Calendar in the third year. Many omit it altogether, while others introduce it in the first year.

In my teaching, up to the past year, I used to have charge of a class in third year composed, on an average, of about 20 boys. It was a "B" set which meant that 70% at the very least (more usually 90%) were finishing Latin at the end of the year. This ^{presents} ~~percentage~~ a problem which I consider is impossible of solution. How could any master raise sufficient enthusiasm in such a class when the majority knew they were finishing the subject unless they were at the top of the set with a good mark? If a boy in the class belonged to the

"A" Form (V Lower A) and was likely by his ability in other subjects to hold a fair place in the Form positions at end of the year then his case was simple. He simply did his best to get on in Latin. But this type was never represented by more than 2 or 3 boys at most. If a boy in the "B" Form (V lower B) could manage to be top of that Form and at the same time secure a good Latin mark he was generally promoted to the "A" Certificate Form (V Upper Languages). But all the others were destined for the "B" Certificate Form (V Upper Modern) and they knew it. This Form of course did not do Latin at all but used the time saved to give extra attention to other subjects. Little enthusiasm could therefore be expected. Had it not been that one or two of the boys had to go on with the subject I should have dropped all the syntax and stuck to translation and reading of ancient history with perhaps some work with translations of Latin Authors. This, I consider, is one of the drawbacks to a subject which selects its candidates towards the end of the course. The boys have no incentive to work. (Latin is very hard to a "B" boy at this stage). It would be far better to let the "B" Certificate class have the option of doing Latin. I have seen many boys forced to give it up when they would in all probability have obtained a Credit or a Pass if they had finished the course. Indeed I have had one or two boys coming back to me for private tuition in Latin after leaving School - and obtaining a Credit in the Subject in the School Certificate (B" boys). I have no

solution for the problem except that suggested in Part I of this thesis viz: to have a course provided which will cater for all the boys and not only for the bright ones.

This year the 3rd. year total of boys is only about 27 altogether and they are therefore all in the "A" set. Even one or two of these will probably drop Latin next year.

As I have already said, the 3rd. year work is largely stereotyped and so the opinions expressed by the various authorities do not differ very much.

Lewis has interesting opinions on the third year but he again appears to me, as I have mentioned before, to allow his own enthusiasm to carry him away at times. When he says that boys of fourteen can appreciate the extreme simplicity of Ovid's style I wonder if he remembers his experience when he taught a third year "B" set. He is quite right in pointing out that the interest in the lesson must now give way to interest in the subject. This however is also part of the second year work in my opinion where we must also use as a lever the boy's own interest in his progress. Lewis has the work proceeding as usual in the third year except for the translation. For this he uses Ovid as the poetry text, and prefers selections of Pliny, Livy, Cicero etc., to Caesar for the prose author. He prefers, two or three of Ovid's "Heroides" to a book of selections and if Caesar is used suggests Bks. II or III as they are shorter. He is against doing prose and verse translation concurrently,

and begins with Ovid. I do not myself object to doing Caesar, and Ovid together as it gives variety. He considers repetition, useful and requires the various points of style to be pointed out to the boys and draws attention to Ovid's habit of repeating his thought, his phrase and his effect. In Caesar he would note the careful construction of the Latin sentence. This is one of his reasons for taking Caesar after Ovid but one should note here that Lewis is looking at it from the point of view of one who teaches Prose Composition in the fourth year. At my school, to my regret, we do not teach prose composition until the Lower Sixth, i.e. in the fifth year. There is much to be said for this however. Lewis advocates Bradley's Arnold for a bright third year and North and Hillard for the others. As regards syntax he advances very little and seems to me to leave too much over for the fourth year. All the regular and chief irregular accidence is to be completed this year and importance must be attached to vocabulary which should be tested by giving the Latin and requiring the English. This is useful for unseens which begin in the fourth year. Finally, he rightly assumes that half the time should be devoted to translation which now assumes the chief importance.

Dale has little to add in his "Teaching of Latin" (C). He raises the question as to whether the exercise book should be separate or whether the text should be used as a basis. If there is anything in the argument that the translation lesson should be kept clear of grammar then the same argument

applies to the use of the text for exercises. I am personally very much against using the text. It is said that by using a separate exercise book the boy is not interested in the subject matter. Why on earth need he be ? Will he be any more interested if he uses the author ? I think that it will indeed destroy what interest he already may have. It is the task of translating that we should interest him in. It is merely a test or application of his knowledge of the syntax. Whatever the subject matter of his sentences, I am convinced that it is entirely obliterated in the effort to translate involving as it does an effort at recalling the syntax and at discovering pits for the unwary. Dale himself does not seem to mind which method is used but he does keep the grammar out of the translation lesson as far as possible. He favours plain texts and is against illustration. I do not agree with the omission of the illustrations, but I do think that more intelligent use might be made of them than is the custom and that more care might be shown in the choice. Dale also is against using selections from Ovid.

It is interesting to compare Game's ideas with those of Lewis. In Chapter XI (D) he suggests that for the third year translation Cicero might be used (Catiline, Pro Archia, Pro lege Manilia or 14th. Philippic) but would do Cicero for the first two terms and leave Ovid for the last. Lewis begins with Ovid.

Jones (Teaching of Latin B) demands that the authors chosen should be (1) most typical of Roman life and character,

(2) masterpieces and (3) should help in the acquisition of a good prose style. He suggests practically all the Latin authors ! He gives the aims of the translation lesson as :-

1. Knowledge of the particular Classic.
2. Training in English.
3. Material for Prose Composition.
4. Gaps in grammar to be filled in.
5. Old grammar further exemplified.

He has occasional grammar tests and considers the vocabulary important.

Bennett in the "Teaching of Latin and Greek in the Secondary School" gives valuable assistance and suggestions especially with regard to the method of treatment of the various authors.read and the special points to be noted in connection with each; Gray (G) does not specifically deal with the third year but has the aims of every part of the Latin course summarised, both the immediate and the ultimate.

It is therefore at once obvious that the great importance of this third year of Latin lies in the translation and, with this end in view all the time, an endeavour should be made not to lose sight of the broad aims of Latin study. As much information as possible should be obtained from each author studied. A background must be created, historical as well as social and political. If the work of the first two years has been adequately done the background will already be formed to a large extent and all that remains is to focus it on the author.

As to accidence and syntax, the former is almost complete but revision is constantly necessary. This can be obtained

very largely and almost unconsciously after the translation provided that some systematic revision is done at some time. The syntax, although giving way in primary importance to the translation, is still important and no less difficult. It must be done systematically as before. There will not be a great deal to be added to the second year list which must be constantly revised. The harder constructions will be left severely alone but as many as possible of the less difficult constructions should be thoroughly known by the end of this year. In a five period week little extra time is available to deal with history and culture in this year but as much as possible of this should be done in connection with the translation lessons. In our first and second year this part of the work was done as a matter of course as it formed the substance of the class text book. This ceases to be the case in the third year but I have hopes that when the boys I have experimented with by using "Latin for To-day" come to me as a Third year Set I shall find a good groundwork (even more) on which to build up whatever material Caesar and Ovid will afford us. So far my third year sets have been taught on such text books as Macmillan, Bell's Concise Course and *Mensae Secundae*. With these sets I have always managed to find time to have interesting lessons on history and the social life of the Romans apart from Ovid and Caesar.

In the third year no serious difficulty is experienced with text books although, so far as I know, the same trouble

ought to be found in finding a syntax book as in the second year. I have always kept the second year book (Ritchie's Second Steps) for revision and added further constructions for their note books. A rather good book for the third year and fourth year - since these two years should now be regarded together - is Ritchie's Latin Prose Composition " (G 2) and the useful North & Hillard cannot be overlooked. I discovered an attractive third and fourth year syntax book recently entitled "Matriculation Latin" by Purdie & Saunders (Q 2). The syntax explanations are fully and plainly set down. Both types of exercise are given and the English into Latin exercises have a feature at the head that I have not seen elsewhere. This is the instruction - "translate into idiomatic English." Furthermore, all these sentences (as well as the examples) are not only drawn from classical authors but the references are given. It is a book which is worth a trial. Mr. L.W.P. Lewis has recently published (in collaboration with Mr. E.H. Goddard) "Foundations for Latin Prose Composition" (B 3). This is for a third year set and appears to be very suitable for a school which does connected Latin Prose to which the greater part of the book is devoted. A summary of clause constructions with exercises is given at the beginning. These, Mr. Lewis says, have been subjected to criticism in that they leave too much to the teacher. His reply is to ask what the teacher is for. But this is not the point at all. In my view the great drawback to a book which leaves too much to the teacher

is that the trouble begins when the pupils wish to revise themselves. It is difficult for many boys to do this thoroughly when the constructions are explained in a very bald fashion. As an example of this the 'adverb clauses of condition' (B 3 p.22) might have been further illustrated. Similarly 'adverb clauses of cause' on page 27 and most of ~~the~~ ^{these} following.

I have already stated that I do not use any special text book this year. Expense prevents my seeking a suitable one and I dislike the one in stock in the school (K.P.Wilson's (K 1) so much that I would rather do without. There is always assistance to be obtained from the grammar book we have. (Sloman G.1) - although, having little faith in the ordinary type of grammar book, I rely mainly on the notebook.

For some years I was content to demand a syllabus of syntax for the third year from the senior classical master. It was as follows:-

1. Direct and Indirect questions, commands and prohibitions.
2. Indirect Statement including the future infinitive after "spero" etc.,
3. Ablative Absolute.
4. Gerund and Gerundive of necessity.
5. Gerund as Verbal Noun.
6. Gerundive Attraction.
7. Supines.
8. Impersonal Verbs.
9. Final and Consecutive Clauses.
10. Temporal Clauses and constructions with "cum".

Such a syllabus was very unsatisfactory when I adopted Ritchie's book for the second year since most of the above are done in the second year. The only new constructions

were the supines, impersonal verbs and some of the "cum" uses. I therefore altered my syntax syllabus to suit myself and at the same time to send on boys to the fourth year who had covered the ground required. The list I bear in mind for the third year is as follows:-

1. Final Clauses.)
2. Indirect Statement.) completed.
3. Verbs of Fearing.
4. Supine.
5. List of Dative, Genitive and Ablative Verbs.
6. Double Accusative Verbs.
7. Impersonal Verbs.
8. Causal and Temporal Clauses.
9. Clearing up "se" and "suus".

This is a fair amount to add to the second year since the latter must be constantly revised.

In connection with the subjunctive mood in this year I have recently wondered whether any use could be made in class of Sonnenschein's "Unity of the Latin Subjunctive" (L) Giving the subjunctive of itself nothing more than the simple idea of obligation he considers it wise to teach the mood with the meaning of this 'obligation' type. He says (L p.59) "I should simply tell the beginner that the subjunctive mood in itself expresses the general idea of the English "shall" or "is to"; but that in particular contexts this meaning suggests the meaning of Command, Wish, Possibility, Purpose etc.," He gives examples: "Thou shalt love thy neighbour as thyself", and "Thou shalt not steal". And he shows how Shakespeare often uses "shall" as equivalent to "may" e.g. "I will sing, that they shall hear I am not

afraid." (Midsummer Night's Dream III i.126). He would warn the pupil that "shall" or "is to" is not always the idiomatic translation. In many cases they are the best - ~~best~~ ^{fiat}, it shall be done; 'quid faciam?' what am I to do? Sometimes the English indicative is the only idiomatic translation due to a difference of idiom in the two languages. While Sonnenschein's little book should be read by all Latin teachers I quite fail to see how it can be used to teach immature minds, but it has seemed to me that some kind of classification or re-classification of clauses might be drawn up by experts based on Sonnenschein's classification as follows:-

1. Statements.
2. Exclamations.
3. Questions.

The whole classification of clauses might well be revised and based afresh on the argument of Sonnenschein's "Unity of the Latin Subjunctive". At present I cannot adapt it for school use. I am inclined to think less of the possibility of this being done on reading Sonnenschein's scholarly work "The Soul of Grammar" (D 3) which although an interesting and instructive book on the Grammar of Greece, Rome, France, Spain, England and Germany, does not hold out much hope of any simplification in the classification of syntax except on a perhaps too elementary basis.

Reverting to the Syllabus for the third year the first syntax - Final Clauses - requires the construction "quo + comparative" to be added. With a good set of boys the whole

syntax of the Relative with the subjunctive may be dealt with here. In any case the Consecutive clauses must be revised to bring in the following -

	<u>Final.</u>	<u>Consecutive.</u>
'that no one'	'ne quis'	'ut nemo'
'that no'	'ne ullus'	'ut nullus'
'that never'	'ne unquam'	'ut nunquam'

North and Hillard have a useful exercise on this (page 13) and I have the distinctions remembered by recalling that 'ne' is negative for the Final clauses only. This fixes the 'ne' phrase as final. At this stage 'neve' and 'neu' should also be introduced for a second Final clause when negative and 'nec' for Consecutive. I have one type of sentence learnt by heart at this stage :-

Too. "This is too difficult for me to do."

"Difficilius est quam ut faciam".

This can be extended if "qui + subjunctive" is done by the addition of "quam qui + subjunctive" e.g. "He is too brave to do this." - "Fortior est quam qui hoc faciat."

This is a useful type of sentence which is often set in the Examinations.

When the Indirect Statement is revised the use of "fore ut" might be added but there is no point in doing the "would have" construction (future participle + 'fuisse'). This can be left for the fourth year or even omitted entirely. The Personal Construction + Prolative Infinitive must be given here for "it is said", etc., The impersonal "constat"

should be known but those followed by "ut + subjunctive" as well as the "quod" clauses are best omitted. With these added the construction becomes too unwieldy for the boys to handle at present.

In dealing with verbs of fearing it appears that we have a construction where it is useful to refer to the original use in order to explain what is very like a contradiction especially when "ut" is used for "ne non". This does not apply where the prolativative infinitive is used when the subjects of the two clauses (if expanded) are the same. Some such explanation as the following I find interests the boys but the construction is really memorised in a purely mechanical fashion in the end.

Explanation:

Timeo ne veniat = I fear he will come.

Timeo ut veniat = I fear he will not come.

Now the Latin forms have developed from subjunctives expressing wish, e.g.:

Ne veniat = may he not come.

ut veniat = may he only (ut) come.

Then "timeo" was added parenthetically expressing a fear that the wish might not be realised, e.g.

Timeo, ne veniat = may he not come, I am afraid,
(he will)

And this in time came to be identical with "I am afraid he will come." (Timeo ne veniat). Similarly with "ut".

The boys will probably remember the explanation only

vaguely. It does not matter because the fact that the explanation was given reminds them that there is a difficulty. I allow them to take it down in their note books if they like. I may mention here that I often tell the boys that they may please themselves about a note. In the first year very few take advantage of this and they nearly all have the note down. Later, however, more and more boys refrain from the note when they are allowed to choose and I cannot say that it is the lazy ones only that do this. They seem to realise that the option is a tacit admission on my part that the particular note is unnecessary and that there is plenty of work to be done without adding it. It is curious that many text books leave this construction late when it is one frequently required in the Public Schools Entrance Examination. As I have stated before, I take specially any boys of mine going for this Exam. It should be noted that no "periphrastic" future is required in this construction.

The use of the supine is delightfully easy and is always well known. The form in -u is easily dismissed by memorising the inevitable "mirabile dictu" and perhaps another phrase along with the indeclinable "fas" and "nefas". But the more useful is the supine in -um to express purpose after verbs of motion. This is eagerly picked up and the trouble is to restrain the boys from using this method whenever there is any suspicion of a "verb of motion" which they tend to interpret very widely although this use of the supine is

restricted. With a bright or average set this is a good opportunity to summarise the different ways of expressing purpose. In any event the Final Clause construction comes up for revision and the boys have used "ad" with the Gerund and Gerundive as well as "causa" (for the sake of) and perhaps final "qui" has been done. For this purpose I use the method of North and Hillard with their examples, i.e:

1. Legatos miserunt ut pacem peterent.
2. Legatos miserunt qui pacem peterent.
3. Legatos miserunt ad pacem petendam.
4. Legatos miserunt pacis petendae causa.
5. Legatos miserunt pacem petiturum.

The future participle method may be added:

3. Legatos miserunt pacem petituros.

I find it a useful as well as an interesting exercise to set perhaps three English sentences like the above and have them done for homework. The boys, of course, are wise enough to model these on those they have in their note books (as above) but they know that they must understand the constructions for a short test which is promised for class work.

At this point in the course it has always been my practice to collect together the Dative (or 'cui'), Genitive, and Ablative verbs. For the Dative verbs which take an object in English I give the boys a rhyme I learned myself at school (the source is unknown to me). It is :-

The Dative put, remember, pray,
 After envy, spare, obey,
 Persuade, believe, command to these
 Add pardon, succour and displease.
 With vacare, to have leisure
 And placere, to have pleasure
 Then nubere (of the lady said)
 The English of it is 'to wed)

Servire add and add studere
Heal, favour, hurt, resist and indulgere.

Of the few rhymes that remain I think this is undoubtedly worth its place in the note book. While being against the memorisation of huge chunks of useless knowledge in meaningless rhymes I believe there is a place for certain useful rhymes. In connection with this rhyme it must be pointed out that "succour" means "help". Experiment will show that the meaning of this word is not always known. To this list must also be added the compounds of "sum". And some adjectives may also be noted such as "similis", "par" etc.,

Next the gerundive should be revised for the use of the Dative of the Agent and here the Dative verbs themselves are introduced with the Agent in the Ablative to avoid confusion. Finally we add (1) the Dative of the possessor with "esse" and (2) the predicative Dative (or Purpose). In connection with (2) I have the following Datives learnt by heart from the note book :-

auxilio	odio	exitio
curae	praesidio	ludibrio
dono	subsidio	
impedimento	usui	

The Dative of Advantage may be left to be obtained from the translation. If this has already occurred it is rewritten in the note book along with those now collected together. Revision of elementary rules is useful here especially those dealing with (1) motion towards and (2) Indirect Object (the adjectives which take the Dative might possibly be included here).

The Genitive case is then treated as a definite piece of syntax. As a rule I follow Ritchie here under these headings:-

1. Verbs. *memini, meminiscor, obliviscor, misereor.*
2. Genitive of Quality. (+ adjective).
3. Partitive Genitive including "nostrum" and "vestrum" and after neuter adjectives and pronouns (tantum, plus, satis, quid?)
"Quid novi ? What news ?" is memorised.
4. Genitive of Price or Value.

And I add myself -

5. Elliptic Genitive (It is the duty of etc.,)

The Genitive after verbs of accusing etc., may be left to the translation to supply. "Capitis damnare" is well known in the third year. It is useful to have a revision of the uses of the word "of" and show that in many cases it is not Genitive in Latin. Those especially to be noted are ^{verbs} ~~verbs~~ Roma, top of etc., of = de (about), and where it clashes with the Ablative (cause, origin and dignus).

The Ablative has been used much more often than the other two cases. The pupils have had it in Comparison, Agent, Instrument, Place, Time and Ablative of Manner (with or without "cum"). To these should now be added the Ablative verbs "careo", "fruor", "fungor" and "utor" along with the adjectives "dignus", "contentus", and "fretus". The last two are fairly obvious from the meaning and the first "dignus", I teach as "worthy with" being equivalent to our "worthy of". This makes it very easily remembered. Then the Ablative of Quality with

an adjective, Ablative of Cause or Origin (and Ablative of Circumstance, possibly) complete the list. Other case usages may be left to the translation. Ablatives like "casu", "iure" "more" and "vi" are easily picked up in the ordinary course of exercise or translation ("vi et armis" and "more maiorum" are known). I always keep a careful eye on the School Leaving Certificate Latin paper (Part I) and emphasize those case uses that occur there so that the list of those definitely done and those left to the translation vary from time to time within very narrow limits.

Factitive verbs should be revised and the verbs governing two accusatives are to be added. I have another rhyme for the latter (like the Dative rhyme the source is unknown)

"Two accusatives may go
With celo, cogo, doceo,
oro, posco, flagito,
rogo and interrogo."

The Retained Accusative occurs here when these verbs are used in the passive ('pueri linguam Latinam docentur'). It is unnecessary to make a special point of revising ordinary uses of the Accusative (and indeed of the Ablative) since they keep occurring so frequently during the whole of the Latin course.

Impersonal verbs present no syntactical difficulty, but the boys are very often confused as to whether the pronoun is Accusative or Genitive and when to use the Infinitive or subjunctive after them. It is possible, for this year, to ignore the subjunctive and this I very often do as I find

the impersonals rather a stumbling block. My method is therefore to combine those of Ritchie (Latin Prose Composition) and North & Hillard and draw up the following scheme learning verb and pronoun together:-

- | | | | |
|----|-------------|---|------------------------------------|
| 1. | Pudet me |) | |
| | Paenitet me |) | Accusative of Person |
| | Taedet me |) | |
| | Piget me |) | Genitive, or Infinitive |
| | Miseret me |) | of cause. |
| | | | |
| 2. | Oportet me |) | |
| | Decet me |) | Accusative and Infinitive. |
| | (Dedecet) |) | |
| | | | |
| 3. | Licet mihi |) | Dative and Infinitive. |
| | Placet mihi |) | |
| | | | |
| 4. | Interest |) | <u>Person</u> (A) Genitive if noun |
| | Refert. |) | or 3rd. Person. |
| | |) | (B) Mea, tus, vestra, nostra. |
| | |) | |
| | |) | Infinitive (or Subjunctive) |

"Accidit" (generally ut + subjunctive) may be done separately along with the verb "debeo". Care will have to be taken with the verbs which differ from the English in having the past tense where in English it is left to the infinitive e.g. "I ought to have come", "oportuit me Venire" or "Venire debui". The whole scheme has to be carefully studied and memorised. I lay most stress on 'oportet', 'interest' and 'refert'. 'Licet' is well known though, 'Licet-ne mihi exire?' and forms a useful beginning. The great trouble is the correct case of the "person" and the group (4) construction.

Causal and Temporal clauses remain to be done in the

third year. The pupils already have had some experience with these in Ritchie's Second Steps in their second year. Except in very easy sentences I do not like taking these constructions this year. I find that the boys have little idea of how to distinguish between sentences which are purely temporal and those that contain some idea of purpose. However, the senior classical master prefers them to have some experience in these types so I take first Causal Clauses and then, making little mention of Temporal Clauses, take the "cum" construction as set out by North & Hillard. This I find to serve the purpose. Candidly, I am not always sure myself that the indicative in temporal clauses is safe. Lewis himself admits the same difficulty in his Teaching of Latin (see page 194). I do not consider Causal Clauses to be of very great importance (often a participial phrase or Ablative Absolute may be suitable) but in any case they are more suited to the fourth year along with temporal clauses. Therefore I take the two classes of causal clause -

- a. When the reason is given as a fact.
- b. When the reason is not guaranteed by the speaker
(or writer)

I give the pupils "quod" as the usual word for "because" along with "quia" (for indicative only). I did not use to bother about "quoniam" until I found it the basis of a question in the School Certificate. It was left over for the fourth year or for addition from the translation, but now it takes its place along with "quod" as the word for "since". I take "cum"

a certain number of idiomatic phrases learnt and to make an attempt to get abstract nouns turned into clauses in Latin.

e.g:

	(	the difference	=	quid differat.
	(	the cause	=	quae causa sit.
I	(	the extent of		
discover	(	the danger	=	quantum sit periculum.
	(	the origin of		
	(	the war	=	unde bellum ortum sit.

"Dat operam" is picked up very early with my second year book. The useful "alii alia dicunt " etc. should be added. Mention has already been made of "quae cum ita sint (essent)" for various English phrases. Others are :-

to be sure	pro certo habere
to intend	in animo habere
to condemn to death	- capitis damnare
to set sail	vela dare
hither and thither	huc illuc
on purpose	de (ex) industria
again and again	iterum atque iterum,

and many more. In addition to these some of the idiomatic phrases in North & Hillard may be committed to memory. This sort of thing is more useful still to boys who will later on do Prose Composition either in the fourth year or when specialising later. Not a great deal can be done in the third year but sufficient opportunity is available to ease the work for later years without burdening this year.

There are some very useful idiomatic phrases in Spragge & Sloman's Latin Prose for Middle Forms (X 2). This book, by the way, gives an answer to Mr. Lewis who asks on page 158 of his book (F) what the Latin is for "hardly anyone". He does not believe it is "vix quisquam". Spragge & Sloman

gives "nemo fere" (X 2 p.17). North & Hillard use "vix quisquam" (A 3 p.165). "Nemo fere" seems far superior to me.

Exercises in the third year must, at the beginning (for the first term), follow the method of the Second year, i.e. all work must be done by the master on the blackboard. The endeavour must still be made to keep written mistakes down to the minimum for "littera scripta manet". After the first term however some discrimination may be made as to the necessity of omitting certain parts of this work. For example, it is no longer necessary to write up simple translations such as "multos annos" - "in horto" etc., Much time will have to be devoted to the new syntactical constructions and, in addition, most of our time is required for translation. So that in the third year one will tend gradually to cut out written exercises on the board except where new syntax is concerned.

During this year I have available in class a set of Bell's Latin Picture Cards (W 1) which help us to prevent this year from becoming too strictly linguistical. These cards are used by boys who have finished an exercise or corrections and are waiting for the rest of the class. Frequently they are handed out for five or ten minutes at the end of a lesson. The cards are brightly coloured representations of various activities (social as well as military) of the Roman people. There is no English. The back of the card contains a copia verborum, interrogatio and colloquium. I allow the

boys to treat them as they like. They may learn some of the words, looking up in the two or three dictionaries I keep in the room, or they may possibly attempt to sketch a copy of the picture. Sometimes, when all the boys have the cards, I ask for a brief description (on paper) of the various aspects represented. This is done as classwork and does not take more than fifteen minutes.

TRANSLATION: The most important part of the work of this year is undoubtedly the translation and rightly so. All are necessarily agreed on one point, namely, that all translation must be given in good idiomatic English. What a certain examiner called 'translationese' must be avoided. Evidently sufficient stress is not laid on this in class in many schools since the complaints of this queer language which the boy calls 'translation' still continue. It seems to be absolutely essential that good English must be insisted on or one of the chief aims of the whole course is unattained. The opinion is fairly prevalent now that the old method of looking for the verb first in translating should be abandoned. It cannot, however, be wholly abandoned. For those boys who have their first continuous reader at the beginning of the second year it is still difficult to translate a Latin author otherwise than by dissecting the sentence. The second year, largely simplified as the authors are, is well spent before the translation lesson can go at any speed at all. It is a struggle all the time unless the class have been accustomed to continuous pieces from the beginning. I have had an excellent opportunity

recently myself of testing the merits of this "continuous piece" beginning as I have just changed over to it with my own classes. I have a second year class at present - a "B" set too - that will find that Caesar, coming in their third term, will not need to be treated as a Chinese puzzle. All the boys are good at Latin translation - better than previous "A" sets introduced to their first continuous reading with simplified texts in the second year. I am therefore rather of the opinion that those who contend that translation should be done in the Latin word order do not fully realise the difficulties which beset the boy. To translate short simple sentences for a whole year in this fashion is of no great help even when the introduction to the simplified second year text is gradual. It is never sufficiently gradual. Having for eight years struggled myself to get the boys to take the Latin words as they came I should hesitate to say that this method is the best for all. Since I have introduced the continuous reading from the beginning, however, it is quite different. I would not say that the boys will be able to do Caesar at sight or anything approaching this. But I know from the way in which they do their pieces in this their second term of the second year that they will find the Latin order method easier. I should mention that I have not yet been using the new scheme long enough to have had any third year boys from it, but the second year "B" set are now about three months short of Caesar so that a fair impression can be obtained from their performance in translation. We may say, therefore, that it

is best to use the Latin order method so far as possible (difficult pieces will have always to be dissected) and that in fairness to the boys where this method is expected they should begin in their first term with continuous reading.

In this third year, under present conditions, it is dangerous to lay too much stress on the auxiliary part of the Latin course i.e. history, cultural value, derivatives etc., The boys have an examination in view and the teacher must be careful not to overload the class with work which, however interesting and theoretically desirable, is not required for the examination. Therefore, as a rule, all this knowledge will be confined to what can be gained from the author. Without going into any discussion as to the Authors for this year I unhesitatingly choose Caesar and Ovid. My own method is to begin with Caesar only for the first term. But if the class is a good one I might introduce Ovid after the half term and do them concurrently. I do not believe this is harmful. They serve as a change and a contrast. In any event, once I introduce Ovid I have this Ovid on one day and Caesar on another. Ovid is done for homework over the weekend as I find he is harder than Caesar. Some writers apparently consider Ovid easier. I can only say that none of my sets have found him so. Again, after the first term, I do not set any prepared Caesar in the term examinations. Ovid is always set but, in order to avoid spending much time on revising Caesar, I prefer to keep it going up to the last minute and set a piece of unseen from Caesar in the examination.

The unseen must be carefully chosen with respect to its difficulty in construction and also as regards its vocabulary as I do not think much assistance should be given. One year recently, in conjunction with the Senior Classics man, I actually set the piece that was chosen that year (later) for the Unseen in the School Leaving Certificate. This is therefore useful as it is to be supposed that our choice was guided by the same principles as that of the examiner. As far as I remember we only omitted one construction from the piece set for these 3rd. year boys and gave the meaning of two words.

A background of history must be given for Caesar otherwise the boys will wonder what it is all about. I have a part of several of the first lessons set aside for a brief account of the Roman History required. As we do the particular book information will be gained (it must be pointed out by the teacher) about the Roman method of warfare and their weapons etc., There I make full use of Bell's Latin Picture Cards. It is necessary to give some account of the various tribes and their mode of life and warfare. I have a map done in the exercise book showing the localities of the various tribes which is open during the translation lesson. Illustrations on the blackboard serve to make the lesson interesting. I have a faint recollection of trying on one occasion to sketch the method of a Gallic or German attack on a Roman camp. For this the class made suggestions and we followed the text alone without any reference to illustrations in the book. It was astonishing how interested the class were. They were prolific,

in suggestion and I remember that an idea of my own was much improved on by the imagination of one of the boys. Whatever book of Caesar is done it is important to avoid giving a wrong impression of this great soldier-statesman, that the class should have a good idea of the whole life and work of Caesar. His 'calendar' for example will show that he could do something more than fight with "undisciplined barbarians". It can be shown how very, very few men have earned the title of soldier and statesman together. And Caesar's dates should be given. Of course "55 B.C." is useful.

Some attempt at a knowledge of Caesar's character should be made. Gray (G) gives a reference as follows:

swiftness of action.	l. 10.13,	11.3
personal courage.	l. 25,	11.25
mildness of reproof.	l. 22,	IV.21
cruelty.	l. 28,	
quickness of decision.	VII.85-7.	
unscrupulous to enemies.	IV.13.14.	

Four of these occur in one book. Boys could easily look out for these themselves.

During the translation lesson mention is made of the syntax, but this is only to draw the attention of the class to it and to show the boys that the syntax is really living - that the Romans themselves had to abide by the laws of the language. I have a method of using the maxim that authors tend to repeat themselves. I have applied this to Caesar with very useful results. Apart from the repetition of the same word (or a compound) very often words occur in the same chapter which are connected in different ways. These might be a few superlatives or some compounds of "eo" or feminine

endings etc., Here are a few selections from my notes for classroom use. (from Caesar Book I) :-

(Chapter 2)

nobilitas	civitas	cupiditas
persuasit	Dative (twice)	
praestarent	Dative	
<u>superlatives</u>	nobilissimus.	
	ditissimus	
	latissimus	
	altissimus	(facilius)
multitudo		
fortitudo		facile
longitudo		late
latitudo		
(coniuratio)		
	bellum	bellani. ^

(Chapter 3)

auctoritas	(= Ch.2)	
proficiscendum	(cf. bellandi ch.2)	(vigor dep.)
civitas	(ch.2 also)	
ad eas res conficiendas.	(Ch.2)	
quam	maximum	numerum
quam	maximas	facere
copia	in itinere	(ch.2)
legatio	profectio	(cf.2)
persuadeo	Dat.	(ch.2)
potentissimos ac	firmissimos	(ch. 2)
	(maximas above)	

(Chapter 4)

cogo	(compel, collect)	
moribus suis	- mors	and mos
		(more maiorum)
ius	- eius.	
exsequor.)	
sequor)	
conor	)	deponents.
morior)	
arbitor)	

(Chapter 5)

conor)
 arbitror)
 proficiscor.) deponents see Ch.4
 utor Ablative)

persuadeo Dative (again)

sufferre
 efferre.

(Chapter 7)

ab urbe
 in Galliam
 ad Genavam (Ch.2)
 in Gallia ulteriore
 in animo (see note books)
 per provinciam.
 ad eum
 ab Helvetus
 puto - existimo (commoner)

(Chapter 24)

conferri
 contulerunt,
 etc.,

I do not keep records of these notes, as a rule, but jot them down as the boys are translating and begin afresh each year. Sometimes there is no time to deal in this way with some chapters. My method of using the rough notes is obvious. When the translation is finished I use these notes for grammar or syntax revision. In Chapter 2 are some feminines in '-tas' with genitive '-tatis', two dative verbs, some superlatives (noting "ditissimus"), some adverbs, feminines ending in '-do' (= '-dinis') and one in '-io' and "bellando" is referred back to "bellum". Chapter 3 contains references to chapter 2. I do not very often refer back to chapters unless consecutive.

Note in chapter 3 we have two "quam + superlatives". Chapter 4 distinguishes "mos" and "mors" and we note also (not in the chapter) "more maiorum" which they boys will volunteer themselves. Both chapters 4 and 5 furnish useful material for a quick revision (especially principal parts) of the Deponents and in Chapter 7 we have a collection of prepositions and easy case uses. In Chapter 24 all that I mentioned there was, apparently, the verb "confero". With very little revision set, practically all the revision can be done in this way orally after the translation. Syntax is also at hand (Chapter 3 gerund and gerundive). The main idea is to wait for repetitions (or similarities) near each other and to use these for examples. This method may be applied to any text book although I do not use it for a poetry book. As a further example I give rough notes I made for my second year set last year using "Caesar's Wars with the Germans" (W.C. Bowie, Z.1) Part II with slightly simplified Text page 11 et seq.

Chapter I.

bellicosissima	-	bellandi.	
manserunt	-	remanent	
voluntas))
libertas	)	- -tatis)
magnitudo			) all feminine.
exercitatio.)

and:-

Chapter I. Part III (text)

constituit	constitutis
instituit	instituta
sibi parcat.	

Such notes as these can usefully form the basis of all

accidence revision (genders, genitive, plurals, stems, principal parts etc.) as well as useful syntax examples, e.g. 'sibi parcat' (Dative and reflexive).

Turning to Ovid I must state that the attractions of poetry for boys are greatly exaggerated, at any rate so far as poetry in a foreign language is concerned. If the boys are expected to see anything of the beauty or simplicity of poetry it must be definitely pointed out to them. The master must not expect the boys to be impressed as he himself may be by any particularly fine passage. Such effects must be explained and one can only hope that just a little appreciation may be born in the boys. Ovid has the advantage of introducing stories already familiar to the boys (e.g. Pyramus and Thisbe and mythological stories). He has charm and his style can be shown to be simple. The great difficulty is the altered order of the words and this is where Latin poetry calls for greater concentration than prose, and greater exercise of the logical faculty. In my opinion there is a close connection between the study of Latin poetry in the third and fourth years and the "unseen" work in the fourth year. Both have this in common that, by reading through them several times, light begins to dawn as to the meaning. So far I have not discovered any out-of-the-ordinary way of approach to poetry and I simply treat the first author as a piece of very difficult work which will gradually become easier as the pupils become more accustomed

to the word order. A very small piece of preparation has to be sufficient at first. The edition I use is Freeman's Selectiv^{ons} (R 2) and the amount aimed at in the third year is something like the following:-

Pieces 1 to 4, 16 and 17, 30, 37, 38 to 40, 43 to 45. In all this amounts to about 315 lines. It is not a great deal but the translation is done as thoroughly as possible. It is all gone over beforehand in class until the last term when parts of "Pyramus and Thisbe" or "The Flood" may be set without preparation to see what they can do with it. The above amount is what I actually did last year, but the pieces chosen can be varied for the sake of interest. I always do the "Flood" and "Pyramus and Thisbe" for the sake of the hexameter. As with Caesar the same historical background is to be given although the account of Ovid himself will necessarily be much briefer than that of Caesar. Explanations of literary, geographical etc. points will continue. I never do "Pyramus and Thisbe" without having Shakespeare's version done in class.

I have not yet succeeded in becoming enthusiastic about Scansion. I have a shrewd suspicion that to most boys it is a purely mechanical operation. The reading ought to be the basis of course but the trouble is that there is not sufficient time to read anything like the quantity of verse necessary to secure much facility in it. The pentameter lines are absurdly easy for mechanical treatment but difficulties occur in the hexameters which require practice. Scansion therefore begins with the first introduction of the poetic

author.

In the poetry book of the third year we shall obtain much of our cultural and historical (or mythological) value. Care should be devoted to this end therefore. In the Caesar this side of the work will tend to lack variety and the Ovid therefore serves the purpose of furnishing something fresh.

The third year is to be regarded as the translation year. The principal aim is to secure facility in translating into good idiomatic English. The most difficult part of the work is to get this idiomatic translation. It is not easy to follow the Latin closely and succeed in obtaining the best English and paraphrase will not serve the purpose. The subject matter of the authors must be well comprehended and it should serve as an introduction to the intellectual life and civilisation of the Romans. For this reason, a general survey of the subject matter is important when the author is finished. At frequent intervals I read out a translation of the work done using the Loeb translations. Often in Caesar I substitute the reading out of the translation for a dull or difficult chapter and sometimes as a change I read the class an episode from another book of Caesar. It is important to have a clear historical background and such readings in English serve to add to this. In this year I always get the boys to read at least Naomi Mitchison's "The Conquered". I am sure it makes Caesar's wars much more real to them. I also occasionally use a method based on one of the Frankfurt methods contained in the report on the Classics in Germany (0)

A piece of fairly easy Caesar is chosen from the text book as it occurs. It is first done as preparation in the ordinary way and then the text is put away and the master reads out the English of the chapter just done. The boys are required to write down the Latin. Very good results are often obtained when the boy has done his preparation thoroughly. This is called in Germany 'extemporale'. I do not pretend to know what value is attached to it as very often it is a test of memory, but it is also, at least, a good test of the thoroughness of the boy's grasp on the Latin.

Sometimes I vary this by giving a little dictation from Caesar (never from Ovid). It is useful as oral work and thus helps towards the reading. It is also an indication of the boy's grasp of the meaning. The piece must be carefully chosen.

I follow the usual method of translation preparation. The boy has a note book specially for the purpose and in addition to using this for vocabulary I have ~~any~~^{the} boys to write the word lists on one side only leaving the opposite side for a translation of the author. I encourage the writing of the translation especially with the Ovid. No boy may use the note book while translating. All new words must be written down (Nominative and Genitive and principal parts) unless the boy can prove this unnecessary by remembering them. Too often boys will be content to "look up the words" write them down and consider the preparation finished. By requiring a written translation (however rough) I can see that an attempt is honestly made to prepare the piece. At first, of course, considerable

help is given before setting any preparation and only a little is set. From this note book I also require the year's vocabulary to be learnt. I do this by reading out the new words (and old ones for revision) which have to be kicked off. This is done when the piece is finished with. The majority of the words are from Caesar but Ovid is not neglected and I aim at about 500 words. In the near future I intend to draw up a list of words to be learnt for each of the four years of the Latin course.

I follow the practice of giving poems from the Selections of Ovid to be learnt by heart. There are many suitable short ones and even pieces from "Pyramus" and "The Flood" may be set. I usually aim at a total for the year of between 40 and 50 lines. It is better to have a fair number well known than to attempt too much. Besides being a help to scansion the memorisation of lines can also be a help towards many a syntactical difficulty. And the mere ability to quote Latin poetry is a cultural acquisition.

There remains the accidence for the third year. This is now almost completed and thoroughly revised. My plan for the third year is :-

First term - "Verb" Revision.

Second term - "Noun" Revision.

Third term - Complete Revision.

In the first term the whole of the conjugations are revised along with all the usual irregular verbs. Adverbs and their comparison are also done along with the adjectives, for the

first term is the longest. Many "principal parts" are added to our list and the old ones revised. The second term covers all the nouns and pronouns as well as the adjectives (the comparison of which has already been revised in the first term with the adverbs). The final term sees definite blocks of the grammar set each week to cover the term. Prepositions are continually being revised and the list kept in the note book is completed. Chorus work is almost completely finished with. For additions to the third year accidence reference may be made to the list for the fourth year on page 283

CHAPTER X.

THE FINAL YEAR.

So far I have endeavoured to restrict the expression of opinions to knowledge gained by my own teaching experience coupled with a study of the authorities and the literature on the teaching of Latin. I have not been able to take as a Form the School Certificate year except during the absence of the Senior Classical Master. I have however done a considerable amount of private coaching for the School Certificate and other Public Examinations, and my opinions here are based on this.

Speaking generally, for the purpose of the examination stress in the final year has to be laid on Unseens and on a systematic revision of the syntax. It seems to be generally accepted now that the best way of approaching an "unseen" is to read it through several times first. Jones in his "Via Nova" (M p.48) lays down the importance -

1. Of reading the piece two or three times.
2. Of trying to get each sentence out in the light of the general sense.
3. Of finding equivalents in English idiom.
4. Of a last attempt to get the whole meaning and then to write down what has been obtained.

Two principles should be borne in mind (1) the translation must make good sense, (2) Every word and grammatical fact must be accounted for. Then Mr. C.R. Morris (an examiner in School Certificate Latin) said at the informal Conference at Oxford

already referred to (E 2 p.23) - I give his opinions at length as they form a useful guide from one in a position to know -

" - And how necessary was the assistance of the teacher ! No child would recognise spontaneously that success at unseens was largely a matter of confidence, nor that it was largely a matter of imagination and ingenuity. Every child, left to himself, thought it was entirely a question of knowledge of vocabulary, that is to say, of something entirely outside his power here and now. No child would on his own account see the significance of the fact that he was set down for an hour to deal with an extremely short piece; and that something which meant nothing whatever when first he read it through came sometimes in the course of an hour, without the use of any dictionary, to appear comparatively lucid. Many children never noticed that, granted a certain methodical attention, mere length of time would often make a thing clear. Yet there was nothing which did so much to increase a student's confidence. To recognize that even once one had triumphed in spite of insufficient knowledge, and to notice how one had done it, made all the difference in the world. By the same token, it was a great help for students to be given some practice at translating unseen passages which were well within their power. This gave them some chance of noticing their own little tricks and acquiring confidence in their own technique. It also had the added advantage of enabling them to concentrate on accuracy and aim at a really manageable perfection. A student who knew from experience that there were some pieces of Latin that he could reasonably expect to translate with absolute correctness, and that this might be one of them, was well on the way towards making a really good attempt at any piece. He would also know what it felt like to be a scholar; and this would have an influence on far more than his work in Latin.

Lewis seems to aim at a "communal" kind of translation where suggestions are freely given by various boys but the Unseen is generally set for homework and this method is only useful as the preparation. I often do a chapter of Caesar in this way allowing a fresh boy to take the place of one who is fairly stuck. For pupils who are very weak

Ritchie's "First Steps in Caesar" is a useful book (k 2) as the early part of this book as a parallel simplified text. The book I use for my pupils, however, is as a rule, "A pioneer Latin Unseen Book" by A.H. Davis. As an Unseen book I have it used in the method quoted above (Jones & Morris) but it is very useful in many ways. It contains a valuable chapter on suggestions to help in translating containing all kinds of useful hints. Further hints on vocabulary follow, common pronouns and adverbs connected with them (useful for fourth year new work) common errors and words with various meanings etc., Apart from its main use the book gives valuable revision in syntax in the introduction, i.e. participles and ablative absolute, gerunds and gerundives in various usages, "se" and introductory particles, or conjunctions, indirect questions, subjunctives, relative "quod" genitive, double clause sentences and quin. It is easily the most useful book of its kind on the market. The pieces, graded A.B. or C according to difficulty give a survey of Roman History. I use the book for the double purpose of "Unseens" and as a syntax help to North & Hillard. The latter book contains all that is necessary to complete the syntax for the School Certificate. As an alternative Ritchie's "Prose Composition" is very useful.

With regard to unseen translation, it is essential to impress on the pupil the importance of the ending of the Latin word. Too often the translation resolves itself into an attempt to string together the meanings of the words with

a sublime contempt for case, tense or mood. This is one of the real difficulties. Translation is not a vocabulary test but rapidly becomes so unless a sharp look out is kept. Unless the endings are studied no sense can be obtained and certainly all the grammatical facts cannot be accounted for.

I have not yet had the opportunity of testing in unseens any of my boys who have been accustomed to connected Latin from the beginning and who also were encouraged from the very first to get the translation without looking up a word and by taking the Latin as it came, i.e. in the Latin word-order. As I mentioned in the first year the boy has been trained (at least the attempt has been made) in 'suspense of judgment' and by frequent and systematic work (oral) on derivations he has widened his knowledge of his own language and obtained a little ability in "spotting" possible sources of derivation with the resultant help in translation. In fact his unseen work really began in his first week, but was rather neglected in the second year until the end owing to pressure of work and lack of time. As he has been discouraged from using direct English derivatives, where a better word can be secured, and has been encouraged always throughout the first two years to give the best English he can command, he ought only to require continued care to proceed in his "unseen" work in this the fourth year. I have yet to test this but I feel confident that the use of continuous Latin from the beginning in this way is bound to help the "unseen" work considerably. In any case the hints given them in the

first year have to be carried into the unseen work - observing punctuation, avoiding nonsense and judging unknown words by derivatives by their relation to known words in the sentence and to the general sense and as a last resort by "intelligent guessing".

Since Latin Prose Composition is not offered by the School for the Leaving Examination it does not come under the scope of this thesis but where I have coached pupils privately in Latin Prose Composition I have used a very good book for this purpose - Streatfeild's "Idiomatic Latin Prose" (T 2) which gives a preliminary chapter of instruction and gives also helpful notes for each prose. It is a really good book for the purpose and I prefer it to both North and Hillard and to Lewis' new "Foundations" (B 3) (already mentioned in the third year) for a private student. Matthewson Milne's "Junior Latin Composition" (F 3) would be suitable but Spragge & Sloman (X 2) is rather difficult. In the fourth year the pupils rarely find the authors a stumbling block. Often they are almost known by heart and the treatment of them usually follows on from that given to the third year authors, but I do think that an effort should be made to have Virgil read aloud so as to obtain appreciation of the beauty of his verse. In addition, where Virgil is done, the story of the whole Aeneid should be given so that the poem may be known for its subject matter as a whole. In after years it will be Virgil who is most vividly remembered by the pupil when he comes to a more mature judgment so that the poetic merits of the Aeneid must

be shown. It would be a much better plan to set part of such a book as Hardy's "Shorter Aeneid" (Y 2) instead of one book of Virgil. Hardy summarises his omissions where necessary and the whole of the Aeneid can be understood from his book in spite of the shortness. It could hardly be done in its entirety in one year but perhaps a continuous fifty per cent might be managed. It has a useful introduction on Virgil and his poetry which is itself valuable. It is a book which I often pick up at home myself. By using this book in the final year of the School Course it would be comparatively easy to secure for the pupils a fair knowledge of the Aeneid as a whole whereas in the ordinary way they are familiar with less than 10 per cent. A book which should be in the hands of every Latin master is Sellar's "Virgil". No attempt should be made to endeavour to rouse the pupils' interest in Virgil until this book has been studied. It is a necessity for the teacher of Virgil (V2). Certain parts of Virgil should be learnt by heart. Such parts should be carefully chosen as they will be remembered as will many odd lines marked off by the master. I well remember my old Latin master, during the early part of the war when the attitude of the Greeks was so uncertain, quoting to us the well known- "timeo Danaos et dona ferentes". We never forgot it. Nor did we forget the "Quid non mortalia pectora cogis / auri sacra fames." "Est in conspectu Tenedos" "conticuere omnes" etc. are remembered long after most of our

classroom quips are forgotten. An effort must be made to popularise Aeneas with the boys - to understand his character and the mission of Rome. They find it hard to forgive his desertion of Dido but they will realise that duty had to come first. Whatever book is done " Dido's " story should be known and the episode of Nisus and Euryalus must be told among several others.

It should be borne in mind that good Latin scholars should be encouraged in their fourth year to consider the possibility of going on with the Classics (it is always possible to begin Greek in the Lower Sixth as both myself and the Senior Classics Master are only too glad to fit it into our time table or even to sacrifice free periods for it) and Virgil, I believe, is the best medium for arousing a desire to go on with the study. Cicero perhaps is not so attractive for this purpose, but he is certainly no deterrent to the bright boy and this is the type we wish to continue the subject. The history period (see below) and the method of treating the background to the author should be used also to encourage the pupil's interest in the great civilisation on the fringe of which they are now standing.

I am not at all sure that I should myself choose Cicero as the prose author for this year. He is not interesting to boys even of sixteen years of age. We cannot expect the pupil to worry about the political organisation of Rome. Lewis considers Cicero less help towards his Prose Composition than Sallust or Livy. Apart from this I should prefer either

Sallust or Livy to Cicero. I should suggest Sallust's "Catiline" or Livy Books XXI or XXII. Livy's claim is obvious and Sallust is also valuable for his content and style. With Cicero there is rather a lot of dry material for background more suitable for specialists than for boys, most of whom are in their last year. I suppose that from Cicero one would select the Pro Lege Manilia, Pro Archia or perhaps the 14th. Philippic. The pupils would have to know something of his character - inclination versus duty - and his powers as an orator. The content of Livy and Sallust however certainly interested me more as a boy than that of Cicero.

Whatever author we do the main object should be to secure a grasp on the subject matter and by comprehending this to secure an introduction to the intellectual life and civilisation of the Romans. A general survey of the book studied should always be given afterwards and special reference made to its historical background. It was, I remember, an important part of the Frankfurt scheme, to have the substance well known. Maps, plans and sketches on the board all help towards this end. The teacher, of course, must have a thorough knowledge not only of the text being studied but of the background and the means to illustrate it.

For the syntax the method introduced in the 2nd. year and continued through the 3rd. should be more than ever useful in the final year. This method requires that any syntactical (verb) construction in a sentence should be

named before the sentence is attempted. The pupil is now doing his final few constructions which are mixed up in the exercises with those he has met during the course at any time since the second year. As time goes on the revision sentences increase in proportion. The chief syntax left over for this fourth year is :-

1. Causal and Temporal Clauses,
to be done systematically and Relative and Subjunctive to be revised.
2. "Cum" revised in addition to (1) above and "dum" to be added.
3. Comparative and Concessive Clauses.
4. "Quin" and "Quominus"
5. Conditional Sentences.
6. Elementary Oratio Obliqua.

Any additions to the various constructions may be added which seem desirable but sufficient has been done, I think, to cover the whole ground of the School Leaving Certificate Examination. No special method of treating any of the above calls for any comment. The pupil is now an older boy and the simple explanations should be sufficient. Schemes to aid the memory are of course desirable. This is necessary with the Conditional Sentences especially. North & Hillard's scheme is suitable - it can be added that a good guide for the subjunctive (the mood, not the tense, is the difficulty for a boy) is the presence in the apodosis of "should" or "would". It may be wise to add the note that "possum", "debeo", gerundive etc. in the apodosis

are regularly indicative but it is unnecessary to burden the construction if the boy is weak. In a class the note should be given. And attention must be drawn to the use of the Latin Future Perfect (or Future) for the English Present in future open conditions (Si hoc facies (or feceris) improbus eris - If you do this you will be dishonest).

Other constructions call for little special treatment. It is probably wise to have a few sentences containing special phrases learnt by heart, e.g.

non dubium est quin --
 non possum facere quin ==
 non potest fieri quin --
 laud multum afruit quin --
 Nemo est quin --
 Non is sum qui --
 Dignus est qui --
 Sunt qui - -
 nihil (nos) deterret quin --
 per (te) stetit quominus --

I am very fond of giving every fortnight little tests after the style of the Leaving Examination (Part I) introducing little points of syntax in short sentences which are to be translated and to have underlined words explained. I give this with a 'grammar' test of the same style (see below under accidentence). These explanations centre round 'case' syntax e.g

Furti te accuso

Quanti haec vendidit

Me puero Cicero natus est, etc,

For this purpose I draw on the translation mostly, but old examination papers are useful and Lewis has also little tests of this kind (B 3 Appendix pp.164-183) in his "Foundations of Latin Prose Composition."

It is rather important to have experience of this type of question. The pupil, by practice, acquires a certain amount not only of skill in spotting the case use but also of speed which is equally important since there are two unseen pieces to be done as well as the exercise.

With regard to the accidence little remains to be done except a thorough and systematic revision. This will be largely the pupil's own affair however. Class time will be largely taken up with translation and syntax which also consumes all the homework periods available. For the fourth year I always leave over the collecting together and learning of the harder Pronouns and adverbs e.g. aliquis, nonnulli, aliquot, quisque quivis and I add *ecquis ?* and *numquis?*

"Quis" and "quidam" have been done but are revised in connection with this group. As with the case uses, I give frequent tests on the grammar (i.e. accidence) in the style of the School Certificate paper. Lewis again, as in the cases supplies a source but I keep jotting down for this purpose words which occur to me in doing the translation or the unseen. This is the type :-

1. Acc. Sing. of *socer*, *trabs* etc.,
Gen. Plur. of *nox*, *genu*, *dies* etc.,
2. Other degrees of comparison of *magis* etc.,
3. 1st. Sing. Fut. Indic. Act. *sino*. *eo*--
Supine, *cado*, *traho* - -
2nd. Sing. Pres. Indic. *nolo*, *patior*.

There is always one question on nouns, one on comparison and one on verbs. The fourth question is the case syntax type

mentioned above.

All I do in the way of vocabulary (and yet it is ample) is to have the pupil tick off in his translation preparation book all the words I consider should be known. In doing two authors (i.e. Virgil and Cicero) it is safe to assume that he will have no difficulty in any unseen so far as vocabulary is concerned by pursuing this method -

The following grammar has to be added or specially noted this year :-

1st. Declension: dea, filia.

2nd. Declension: vir, deus, and a few feminines (humus etc.,) and the three neuter singulars virus, vulgus, pelagus.

3rd. Declension: gender rules, stems and genitive plurals
Accusative in -im; vis, Bos, sus, vas, iter,
Iuppiter, caro, ~~ins~~ iurandum, paterfamilias etc.,

4th. Declension: few feminines in -us (these can easily be remembered by the sentence, 'An old woman of the tribe sitting in the porch of her house on the Ides with a needle in her hand', where each noun is feminine in Latin"); the Dative and Ablative plurals in -ubus (eight). These can be put together in this order-
acus, arcus, artus, lacus, tribus, portus, specus, veru.

It is to be noted that the last three can have -ubus or -ibus.

5th. Declension: respublica.

Nouns differing in meaning in Singular and plural.

Those used only in the plural.

Indeclinable nouns.

Adjectives: dives, pauper, vetus.

Irregular comparison: ~~div~~, maledicus,
beneficus, benevolus, egenus, providus, and

those having no positive but corresponding to adverbs - extra, intra, supra, infra, citra, ultra, prae, post and prope; those compared with the help of magis and maxime.

Adverbs: comparison of diu, intus, prae, post, prope, saepe, nuper.

Numerals: add a few collectives and adverbials (singuli and semel etc.)

Regular and Irregular Verbs especially non-finite parts and Deponents and semi-deponents; Inceptives; (Ignore entirely the Frequentatives and Desideratives)

Note verbal contractions such as amasse, consuestis, nosti, nosse etc.,

Compounds of fero (esp. principal parts)

Esse (to eat): aio, inquam and fari (Virgil) and the three coepi, memini and odi.

Much of this accidence will be new, but a certain amount of it can be done in the third year such as the following:

The five declension irregularities.
Adjectives like maledicus.
Irregular adverbs.

In addition to the above a number of verbs must be regarded as especially likely to be required in the grammar part of the paper. The following are the more important verbs of which the principal parts must be known :

cubo	domo	plico	sono	veto
seco	sto	invo	doceo	teneo
deleo	-pleo	augeo	fulgeo	mulgeo
ardeo	haereo	iubeo	maneo	suadeo
caveo	faveo	foveo	moveo	pendeo
mordeo	spondeo	tondeo	sedeo	video
dico	diligo	duco	intellego	pergo
surgo	traho	veho	vivo	struo
carpo	repo	scribo	gero	sumo
cingo	fungo	iungo	pingo	stringo
figo	cedo	claudio	divido	ludo
mitto	vado	premo	necto	quatio

sero	cerno	sperno	sterno	sino
cognosco	creseo	nosco	pasco	tero
arcesso	laccio	cupio	quaero	gemo
alo	colo	consulo	rapio	curro
strepo	gigno	cano	tango	tundo
disco	posco	cado	caedo	dedo
fallo	parco	pello	pendo	vendo
abdo	addo	condo	credo	sisto
perdo	prodo	reddo	trado	capio
iacio	emo	utor	labor	miseror
verto	fugio	partior	patior	gaudeo
acuo	fundo	lego	vescor	morior
tribuo	findo	ago	potior	proficiscor
aperio	induo	fodio	rumpo	loquor
venio	solvo	prehendo	frango	fido
vereor	operio	metuo	bibo	vinco
fruor	comperio	volvo	scando	facio
nascor	reor	haurio	ruo	riso
ulciscor	fungor	reperio	sepelio	scindo
orior	nitor	audeo	vincio	status
scio	sentio	tueor	soleo	nanciscor
queror	sequor			

It is not sufficient to take any list of verbs in a grammar and set them to be learnt systematically. Many verbs from the variety of their occurrence are not likely to be required. Certain similar verbs require care, e.g:

1. venio, vivo, vinco, Vincio,
2. cano, cado, caedo, cedo.

A careful eye must be kept on the examination in view and the tendency of the examiner be noted as this gives a guide as to what verbs are considered sufficiently important to be asked for. With the above list carefully memorised a pupil is not likely to lose marks in this question. I test my list every year and note the verbs which occur. The last examination (at the time of writing was July 1933) and the verbs required there were cubo, sino, eo, seco, traho, fingo, haurio, nolo and patior. Nolo and eo, of course, come with the regular verbs and all the others were in my list.

Roman History.

It is a pity that the School Leaving Examination should not demand a knowledge of Roman History. As it is, the pupils must have only a disconnected idea of this unless the background to their authors is supplemented by periods of History. Some schools do one period of half an hour per week in the Fourth Year. This is very valuable and should be made essential. I have it in mind at present myself to draw up a list of suitable novels or stories of the times of Ancient Rome. Good beginnings are to be found in Bennett (A), Gray (D) and Game (G) and many others. I intend to make an attempt to get as many as possible of these gradually into the school library, so that the Latin boys will have access to books interesting in themselves and useful for furthering knowledge of Roman History and Life. But until History becomes an essential part of the examination it is bootless, in this year, to trouble about much more than a background to the authors supported by a general outline (with a few dates) of the history of the Romans under such a division as

- A. Main events to Augustus.
- B. Roman Institutions (broadly)
- C. Knowledge of great characters
(possibly forming the basis of A)

Under the first heading it should be possible to give a conception of the different periods with reference to constitutional development, territorial expansion and (perhaps)

internal social and economic questions.

Finally, this fourth year should set the seal to our efforts in bringing to a worthy conclusion a course in which the full value has been obtained, leaving the pupil to feel that he has been in contact with a culture and civilisation which has left an indelible mark on the history of the world.

THE END.

B I B L I O G R A P H Y.
=====

Only books referred to in the thesis are included.

- A Teaching of Latin and Greek in the Secondary School,
Bennet and Bristol (Longmans)
- B. Teaching of Latin = W.H.S. Jones.
- C. On the Teaching of Latin - F.R. Dale (Constable)
- D. Teaching of High School Latin - J.B. Game (Chicago)
- E. Praeceptor - S.O. Andrew.
- F. Practical Hints on the Teaching of Latin - L.W.P. Lewis
(Macmillan)
- G. The Teaching of Latin - M.D. Gray. (Appleton, New York
and London)
- H. Pamphlet on School Certificate Latin and Macmillan's
Latin Course - W.E.P. Pantin.
- I. Ludi Percici - R.B. Appleton.
- J. Gallus, Roman Scenes of the time of Augustus -
W.A. Becker (Longmans)
- K. Studies in the History of Classical Teaching -
T. Corcoran, S.J., (Longmans)
- L. Unity of the Latin Subjunctive. E.A. Sonnenschein.
- M. Via Nova. W.H.S. Jones. (Cambridge Handbooks)
- N. Syntax of Early Latin. C.E. Bennett (Allyn & Bacon)
- O. Board of Education Special Reports on Educational
Subjects. Vol 20. Teaching of Classics in Secondary
Schools in Germany.
- P. Classics in Education. Report of the Committee 1919.
- Q. Board of Education Educational Pamphlets No. 71. Latin
and Greek in Secondary Schools in England. D.A. Mac-
naughton, 1929.
- R. Latin for Today. Gray. Jenkins & McEvoy. (Ginn & Co.)

- S. Education for Industry and Commerce. A. Abbott.
With an Introduction by Lord Eustace Percy (Oxford)
- T. Readings from the literature of Ancient Rome -
Dora Pym. (Harrap)
- V. Outline of Ancient History to A.D. 180. Hamilton &
Blunt (Oxford)
- W. Epochs of Ancient History. Ed. Cox & Sankey. (Longmans)
- X. Classical Antiquities II. Roman Antiquities. Prof. A.S.
Wilkins (Macmillan)
- Y. Latin on the Direct Method. Rouse & Appleton (London)
- Z. Initium. R.B. Appleton. (Cambridge)
- A 1. Teacher's Companion to Initium. Appleton (Cambridge)
- B 1. Methods for Elementary and Secondary Schools.
E.N. Kemp. (Lippincott 1915)
- C 1. Practical Introduction to Latin Prose Composition
T.K. Arnold. Ed. Bradley (Longmans, 1891)
- D 1. Education in World Affairs - a report by the League
of Nations Union for 1932.
- E 1. Macmillans Latin Course.
- F 1. Quantity and Accent in the Pronunciation of Latin.
Westaway (Cambridge)
- G 1. Elementary Latin Grammar. A. Sloman (Cambridge)
- H 1. Revised Latin Primer. Kennedy. (Longmans)
- J 1. Latin Grammar. Marchant & Watson. (Bell)
- K 1. Lower Latin Prose. K.P. Wilson. (Blackwood)
- L 1. Grammar of the Latin Language. Roby. (Macmillan)
- M 1. Macmillan's Shorter Latin Course. A.M. Cook.
- N 1. Bell's Concise Latin Course. Marchant & Spencer.
- O 1. Living Latin. Thursby & Kyne. (Macmillan, New York)

- P 1. Procedite. E. Hitchen. (Wheaton & Co. Exeter)
- Q 1. Triennium. R.D. Wormald. (Arnold)
- R 1. School Latin Course. G.A. Morrison. (Murray)
- S 1. Elementary Latin Exercises. Hillard & Botting.
(Rivingtons)
- T 1. First Steps in Latin. F. Ritchie. (Longmans)
- U 1. Clarendon Latin Course. Clarendon & Vince. (Clarendon)
- V 1. Notes for Teachers to accompany Latin for Today. (Ginn)
- W 1. Bell's Latin Picture Cards. Granger. (Bell)
- X 1. Basis Latina. Arnold and Rippmann. (Dent)
- Y 1. New Latin Primer. J.P. Postgate & C.A. Vince. (Cassell)
- Z 1. Caesar's Wars with the Germans. W.C. Bowie. (Blackwell)
- A 2. Principles of Secondary Education. C. de Garmo.
(Macmillan, New York)
- B 2. Principles of Secondary Education. Ed. P. Monroe.
(Macmillan, New York)
- C 2. Defence of Classical Education. R.W. Livingstone.
(Macmillan)
- D 2. Cambridge Essays in Education. Ed. Benson. (Oxford)
- E 2. Teaching of Latin and History. Report of an informal
conference at Oxford 1932 on the preparation of girls
for the University. (Oxford)
- F 2. Latin for Juniors. A Second Year Book. R.E. & A.E. Burns
(Macmillan)
- G 2. Exercises in Latin Prose Composition. F. Ritchie
(Longmans)
- H.2. Latin Teaching - Journal of the Association for the
Reform of Latin Teaching. (Blackwell)
- I 2. Tales of Great Generals - Selections from Nepos.
W.D. Lowe. (Oxford)

- J 2. Scenes from the Life of Hannibal. W.D.Lowe. (Oxford)
- K 2. First Steps in Caesar. Ritchie. (Longmans)
- L 2. Olim. Effie Ryle. (Bell)
- M 2. Cothurnulus. E.V. Arnold. (Bell)
- N 2. Dialogues of Roman Life. S.E. Winbølt. (Bell)
- O 2. Mensae Secundae. A.M. Croft. (Bell)
- P.2. The Wars of Greece & Persia. W.D. Lowe. (Oxford)
- Q 2. Matriculation Latin. Purdie & Saunders. (Bell)
- R 2. Selections from Ovid. C.E. Freeman. (Clarendon)
- S 2. A Pioneer Latin Unseen Book. A.H. Davis. (Macmillan)
- T 2. Idiomatic Latin Prose. Streatfeild (Harrap)
- V 2. Roman Poets of the Augustan Age: Virgil. W.Y. Sellar
(Oxford)
- W 2. Chanties in Greek & Latin. W.H.D. Rouse. (Blackwell)
- X 2. Latin Prose for Middle Forms. Spragge & Sloman.
(Cambridge)
- Y 2. The Shorter Aeneid. H.H. Hardy. (Bell)
- Z 2. Latin with Laughter. Mrs. Sydney Frankenburg.
(Heinemann)
- A 3. Latin Prose Composition for the Middle Forms of Schools
M.A. North & A.E. Hillard. (Rivingtons)
- B 3. Foundations for Latin Prose Composition. Lewis &
Goddard. (Heinemann)
- C 3. A Latin Grammar. E.A. Sonnenschein. (Clarendon)
- D 3. The Soul of Grammar. ditto. (Cambridge)
- E 3. Fabulae Faciles. F. Ritchie. (Longmans)
- F 3. Junior Latin Composition. J. Matthewson Milne. (Harrap)