

to express an action or condition conceived of as a possibility rather than as a fact, goes on to enumerate nine different kinds of clauses requiring the subjunctive, and then takes over fifty pages to explain and drill these. Here again, if the aim is to prepare for reading Latin, how much might the teaching be lessened? Translate the subjunctive just as the indicative, tense for tense; this simple rule, dogmatically given, and empirically applied, will carry the pupil through all the subjunctives he will meet—the “ut,” consecutive; “quum,” temporal, causal, concessive; “quis quantus,” etc., as dependent interrogatives, and the whole host of subjunctives due to indirect discourse—all except two, “ut,” and “ne” final, and the “si” conditional. Tell the pupil to translate the first by “In order that he may (not)” if present, “In order that he might (not)” if imperfect: the second by “If he were to do,” when present; “If he were doing,” when imperfect; and “If he had done,” when pluperfect. The sequence of tenses in the first exception, and the different forces “si” has, with the different tenses in the second, need not be studied at all at this stage.

Having thus seen the nature and extent of each we must now decide between these two aims. I, for my part, as I may perhaps have already inadvertently shown, declare for the aim of preparing pupils to read Latin. Surely Latin has something better than to offer a student than grammatical skill and insight. Surely whatever purpose it serves, Latin is to be studied for its own sake—for the sake of reading the Latin literature. Few of you, I believe, value more highly than I do the mental training acquired by the grammatical study of Latin. I simply place it second. Besides, even if it were first in importance, I should yet place it second

in order of study. Scientific grammatical knowledge can never be satisfactory unless constructed and illustrated from a thorough empirical acquaintance. Again, the road to the scientific knowledge, if thus postponed to a reading course, becomes thereby also pleasanter and shorter. For what a wide and interesting field is left open to the pupil for self-teaching, observation and inference. No matter then which stands first in importance, the order of study should be: first, read; then, construct the grammar.

If the preparation of the pupil for reading Latin is to be the sole, or at least the supreme object, in elementary Latin, in general three changes must be made. First, much now taught must be omitted. Leighton, with his mixed aim, has 350 pages. Comstock, with the simpler aim we propose, prepares the pupil to read in 100 pages; while a third American named Whiton professes to do so in 35 pages, or six weeks. While perhaps the last is too short—I'm by no means sure—still I'm very confident that the course preparatory to reading can be safely reduced by at least one-half. Second, from the very start the primer Latin must be in several respects more really Latin. Third, the order of taking up the different parts of the subject must be changed.

Of the things to be omitted, the first class consists of the points already referred to where the sole aim in view is grammatical skill and insight: The forms of the imperative mood and the vocative case, and the use of the cases (particularly the ablative absolute) and of the moods and tenses (particularly the subjunctive, gerundive and participles), and in this class, without any further explanation, I may add the resumé of English grammar which Leighton prefaces to his book. There is a second class of