

AIMS AND METHODS IN TEACHING LATIN.

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Continued from last issue.

Comparisons with the grammar of his own tongue, or more truly the absence of grammar therein, may, also, serve to excite admiration for the minds which conceived, and put in practice, a mode of expressing thought, so complicated, and requiring so much care and watchfulness to prevent error, and so certain in result that ambiguity of meaning is seldom found in it.

Even for those pupils who advance no farther than the primary book in Latin, we cannot say that the study has been for them unimportant in its influence on their minds. Besides the points already mentioned, there are others which need only to be mentioned to have their importance admitted. These include the great improvement in the pupils' knowledge of English grammar, a knowledge of Latin root-words found in English derivatives, and an often much needed training in accuracy of expression.

As the pupil advances and takes up the study of the authors, such as Cæsar and Virgil, Livy and Horace, the opportunities and means for mental training multiply. In addition, there is now the interest in the literature—the thought—which has heretofore been lacking, while the pupil was engaged on the exercises in the primary book. The question so often discussed at the present time as to whether Latin should be studied from the scientific or from the humanistic point of view must, as I have previously hinted, be answered differently at different stages of the pupil's course—certainly we cannot afford to overlook

the value of paying due attention to the literature of the authors read at this stage. Yet even here it may be said to be doubtful if this be the most important or most useful result to be obtained from this study.

When the student comes for the first time to read continuous Latin such as Cæsar, he becomes conscious of possessing at once a liberty and a responsibility unknown to him while he was confined to exercises carefully selected to exemplify some particular rules of grammar. This newly-acquired independence requires the constant watchfulness and advice of the teacher to prevent the development of undesirable modes of proceeding on the part of the pupil. He must be taught that the Latin construction *will not* be forced; and that the language is almost as exacting in point of conformity to law as is mathematics, or chemistry. Furthermore, he must be taught to feel that the liberty which is now accorded him in the expression of the thought in English must not be abused by carelessness in the choice of words, or the use of far-fetched or inappropriate expressions; or, on the other hand, by a slavish adherence to the form and the literal meaning of the Latin. If the pupil be taught from the beginning to turn the ablative absolute by suitable clauses and phrases, such as are used by good English writers and speakers, he will soon learn to do this regularly, and will not only thereby gain in apprehension of the thought of the rest of the sentence, but will take a genuine pleasure in achieving a true and elegant English form of expression for the thought. Surely this is an