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Laute und Formen der Magnetischen Inschriften. Ernst Von Nachmanson. Uppsala: Almquist and Wiksell, 1903. Pp. xvi + 199. M.6.

W. H. D. Rouse

The Classical Review / Volume 19 / Issue 05 / June 1905, pp 278 - 278

DOI: 10.1017/S0009840X00992886, Published online: 27 October 2009

Link to this article: http://journals.cambridge.org/abstract_S0009840X00992886

How to cite this article:

W. H. D. Rouse (1905). The Classical Review, 19, pp 278-278 doi:10.1017/S0009840X00992886

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We pass to Ovid's mother—reviewing as we go the fathers and mothers of Agricola, Horace, and Propertius—and decide that Ovid's poems bear witness to no maternal inspiration. Thence it is one step to school, with glimpses of Virgil and Horace at their schools, and of Pliny interrogating the Como boy who went to school at Milan. The school of rhetoric follows, and here thanks to Seneca, there is something to say about Ovid, and the chapter is an interesting one. A profession has now to be chosen after some discussion, and we then go abroad with Ovid on the grand tour—with considerable deliberation as to routes. When we have circumnavigated Greece and Sicily and seen a good deal of Asia Minor, we find that in general Ovid's descriptions of scenery are after all 'jolies mais banales.' No personal note permits us to admit that Ovid drew any of them after nature. The poet returns to Rome and in the last few pages of the book shews signs of writing elegies. These, we learn, will form the subject of another volume with a still more startling title.

Here and there are flashes of criticism—'Cicéron était né professeur'; the Gigantomachy was a poem 'mort-né'; and so forth. But on the whole the volume is not much more exhilarating than Teuffel, though it is certainly more clearly designed to be read and is indeed readable for a person of patience. It is, as will have been seen, a magazine of facts and references and as such will be useful. It should have had an index.

T. R. GLOVER.

Laute und Formen der Magnetischen Inschriften. Von ERNST NACHMANSON. Uppsala: Almqvist and Wiksell, 1903. Pp. xvi + 199. M.6.

In this work, Mr. Nachmansson classifies and discusses the sounds and forms of the Magnesian inscriptions published by Otto Kern (*Die Inschriften von Magnesia am Maeander*, Berlin, 1900); at least he so deals with the Magnesian inscriptions proper, taking occasional note of the foreign inscriptions which were inscribed in Magnesia by native stonecutters, which now and then offer a peculiarity from which some inference can be drawn for the native dialect. It may here be said that inferences of this sort are dangerous, and more than one scholar has fallen into pitfalls by as-

suming too much. After all stonecutters sometimes make what in ordinary men are called blunders. The contents of the book are: Sources, Phonetics, and Morphology. The results of the study are summed up at the end in a brief chapter. A bibliography and fairly full indices complete the work. The author is wordy and wastes a good deal of space. Thus half of page 19 is taken up with discussing forms of *ἐνεκα* which are not to be found in the inscriptions: one might fill many books in this way. His general style is also inflated. Setting aside this fault, the book is excellent. Attention may be called specially to the final summary of results, which set forth the relation of this dialect to Ionic Attic and the *κοινή*.

W. H. D. R.

The Teaching of Latin. By W. H. S. JONES, Glasgow and Dublin: Blackie and Son. 1905. 80 pages. Price 1s.

THIS little book is worth reading. It is an attempt 'to show what a classical course can do for a boy, even though the time devoted to it be strictly limited,' and certainly a teacher who, with only six hours a week at his disposal, can cover in three school years the course sketched out by the author, has a right to claim that his pupils have made good use of their time. The book was written at the suggestion of the Staff of the Cambridge Day Training College, presumably for the use of their students, but it is full of valuable hints for experienced teachers. It consists of four chapters, the main interest lying in Chapters II. III. and IV. which discuss methods of Latin teaching throughout the three years' course and are obviously based on practical experiment as regards the earlier half of the course. The author bases his method on oral teaching in the first instance and boldly commits himself to the statement that 'if a boy never hears a false quantity, he will not be tempted to make one.' He emphasizes the importance of translation as the main factor in the formation of a 'grammatical conscience,' and has much that is sensible to say on the use of paradigms. In the early stage he would avoid much translation from English into Latin but would introduce 'free' composition in the second year. His remarks on the choice of a first reader (Chapter III.) are especially suggestive: so