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***The Order of Words in the Ancient Languages compared with that of the Modern Languages.* By Henri Weil. Translated, with Notes and Additions, by Charles W. Super Ph.D., President of the Ohio University. Boston: Ginn and Company. 1887. Pp. 114. 5s.**

Isaac Flagg

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or

amota terrae tantus amor fugae
desideranti.

or

quicquid amabile
fallebat, ut quondam vagantis,
sponte redit, simulacra somni.

Such criticisms as the above are not intended as specimens of the lyrics, many of which are admirable; but, as the book is intended mainly to teach boys, nothing should be admitted which is not unexceptionable, and a lyric, like a sonnet, ought to be a perfectly polished gem. There is no excuse for nodding.

E. D. STONE.

The Order of Words in the Ancient Languages compared with that of the Modern Languages. By HENRI WEIL. Translated, with Notes and Additions, by CHARLES W. SUPER, Ph.D., President of the Ohio University. Boston: Ginn and Company. 1887. Pp. 114. 5s.

PRESIDENT SUPER has rendered a genuine service to classical scholarship by translating this essay, written originally for the doctorate (1844), and given to the public in two subsequent editions (1869, 1879).

In the modern languages the order of words is so largely determined by the grammatical construction that the course of thought, especially in prose, is often disturbed by its dependence on the syntactical arrangement; divers shifts and inversions are needed to preserve a natural sequence of ideas: in short, these languages are not *free*, there is a tyranny of the analytic method, of the so-called 'logical order.' But the Latin and the Greek are free languages, the spiritual movement is independent of the syntactical movement, thought flows clear and unimpeded, ideas assert their rightful precedence, and all the powers of oral expression attain to full and perfect exercise. Such is the author's thesis: the statement of an obvious truth, to be sure, but forming the groundwork for a systematic development of principles that are often enough ignored and disregarded in spite of their cardinal importance. The reader attends with growing interest as the subject is unfolded step by step—the natural order of words, the pathetic order, the period, descending and ascending construction, rhetorical accent, the repose of emphasis: a treatment at once concise and far-reaching, and unincumbered by superfluous learning.

It is easy to anticipate the familiar corollaries that spring from such a theme, but they seem to gain renewed force as our author evolves and illustrates them. 'In translating from one language to another, if it is not possible to imitate at the same time the syntax of the original and the order of the words, retain the order of the words and disregard the grammatical relations.' And again: 'The great secret of a good translation is to find forms of expression which will allow the translator to adopt into a foreign idiom the order of words which is found in the original.' In *Darium vicit Alexander* ('Darius was conquered by Alexander'), something is said about Darius, not about Alexander. *Alexander* is, to be sure, the grammatical subject of *vicit*, but what of that! The consciousness must not be allowed to dwell on the grammatical relations; they are the postulates of speech, grammar is the *sine qua non* of intelligibility, and for that reason can be left to take care of itself where intelligent beings are concerned. *Δαρείου καὶ Παρυσάτιδος γίγνονται παῖδες δύο* ('Darius and Parysatis had two sons'): the sentence begins with a genitive case, but what of it? The function of the genitive was not burdening the mind of Xenophon

when he began his story, and the function of the genitive is not to be flourished in the face of the learner as if it were something grand and awful. Far more significant is the arrangement with its harmonious effects and concomitants. The grammatical construction, the analytic principle is constantly pulling the learner in the wrong direction, diverting him from the path and blinding him to that which above all things he needs to see. In order to clear the way for him, to encourage and inspire him, you must bear as constantly toward the opposite pole. Early positive instruction in languages should always be synthetic: the analytical part is negative. You do not want your boy or girl to be grammatical (heaven forbid!), but only not to be ungrammatical. What he needs to be instructed in is the concrete: the combined effect and force of what he reads and writes. Recite to him whole masses of sonorous Latin and Greek; make him read the same aloud to you in the same way. Let him learn choice passages by heart; give him a chance to acquire a wide and discriminating vocabulary; set him to writing Greek and Latin in imitation of the models daily presented to his ear; guide him to express ideas, however simple, with clearness, euphony and energy. Such are the lessons we draw from Professor Weil's thoughtful and interesting work.

The translation, in the main well done, is at some points not satisfactory. A passage on p. 47 is rendered wholly unintelligible by an ambiguous thrice-occurring *it*. Another awkward ambiguity in the last four words of p. 61 might have been avoided without sacrificing the order of words illustrated, but the example is not suited for translation, and should have been given in the original French. The Greek and Latin illustrative passages when translated at all should have been translated in accordance with the doctrine inculcated by the essay itself, but this has not always been done. The words on p. 71, *τὸν εἰς τὴν χορηγίαν δαπανῶντα οὐκ εἰς τὴν αὐτὴν τάξιν δεῖ τιθέναι τῷ τοῦ χοροῦ διδασκάλῳ* (he who bears the expense of the representation ought not to be put in the same rank, &c.), are turned as follows: 'it is not necessary that we should put in the same rank him who bears the expense of the representation,' &c.—bungling and false for the French ('il ne faut pas mettre,' &c.) as for the Greek. The version given for the last example on p. 65 is both obscure and wrong. Of misprints there are a great many in the Greek text, not many in the Latin and the French, sciendam p. 18, soceram p. 27, ou p. 74, furtam p. 79, appidum twice p. 113. On p. 27, by an oversight in copying apparently, the French text of the disapproved version from Horace is appended to the English that represents the approved version.

As regards the Notes, whether the author's own or those added by the translator, any debatable points which they happen to touch involve nothing that in the least affects the validity of the main thesis; they are judiciously put at the ends of the several chapters so that it is left to the reader to use them or not, as he may find it expedient.

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A Grammar of the Latin Language by E. A. ANDREWS and S. STODDARD. Revised by HENRY PREBLE of Harvard University. Boston. U. S. A. Houghton, Mifflin & Co. 1888. \$ 1.12.

THE ideal Latin grammar has not yet appeared, but such approaches have been made to a satisfactory standard that the credentials of any new comer are sure to be closely scanned. While a hearty welcome awaits any work that is the outcome of an inside and comprehensive grasp of Latin usages and that takes