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***An Inductive Latin Method*, by William R. Harper, Ph. D., and Isaac B. Burgess, A. M. Ivison, Blakeman and Co., New York. 1888. Pp. viii. 323.**
***An Inductive Greek Method*, by William R. Harper, Ph. D., and William E. Waters, Ph. D. Ivison, Blakeman and Co., New York, 1888. Pp. viii. 355.**

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'amnesty,' as distinct from the *εἰρήνη* resulting from the efforts of Pausanias, is not mentioned at all. 'A few weeks after the treaty [of 371] had been signed, King Cleombrotus set out to invade Boeotia. Instead of attempting to force the passes of Cithaeron, he crossed the Corinthian Gulf...' (p. 464). Cleombrotus was in Phocis at the time the peace was signed (*ἔχων τὸ ἐν Φωκεΐᾳ στράτευμα*, Xen. *Hell.* vi. 4. 2); thus he was already across the Corinthian Gulf, and on the right side of Cithaeron. Xenophon describes his route with some care. There are a few misprints which require correction, e.g. Chacion (p. 66), Canonus (p. 401), Melon (p. 456), on p. 305 the date should be 429 and on p. 431 it should be 394.

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An Inductive Latin Method, by WILLIAM R. HARPER, Ph. D., and ISAAC B. BURGESS, A. M. Ivison, Blakeman and Co., New York. 1888. Pp. viii. 323.

An Inductive Greek Method, by WILLIAM R. HARPER, Ph. D., and WILLIAM E. WATERS, Ph. D. Ivison, Blakeman and Co., New York, 1888. Pp. viii. 355.

THESE books are constructed on the principle that the study of Latin or Greek should begin with the 'living facts of the language'—that is, with a passage of connected discourse taken from a classic author—rather than with the same facts as tabulated in the grammar. The opening chapters of Caesar's *Gallie War* and Xenophon's *Anabasis* are the foundation. The first sentence is given, with an interlinear word-for-word translation. Full directions for pronunciation and full explanation of the meaning of the grammatical apparatus actually appearing in the passage are given in the 'Notes' which follow. Thus the student has before his mind a complete sentence of the language, with the meaning of the whole and of each element. This sentence is learned by heart, so that the English can be given from the original or the original from the English. From the material thus far mastered, those principles which are of the most importance are pointed out under the head of 'Observations.' Thus the first step in generalization is taken. Next the grammatical material is arranged, and references are given to leading grammars (of Allen and Greenough and of Harkness for the Latin, of Goodwin and of Hadley and Allen for the Greek) under the head of 'Grammar Lesson.' The words of the passage are then arranged alphabetically, with their meanings, in a 'Vocabulary.' Next follow 'Exercises,' for translation into and from English, involving new combinations of the words and other material. Finally, under the head of 'Topics for Study,' further generalization is called for, and the student is required to restate all the new grammatical principles involved in the lesson. When all this is mastered, a new portion of the text is taken up in the same manner. After a time the translation is omitted and the pupil is required to work it out in the ordinary way with the vocabulary at the end of the book. In the Greek book a very useful additional vocabulary gives all the words of the first book of the *Anabasis* in the order of their first occurrence. At convenient intervals review lessons are inserted, and much help is given the pupil in gradually enlarging his generalizations and in constructing his paradigms of declension and conjugation as the various endings occur one after another in the text. Great stress is laid on such complete mastery of the text that the pupil can understand it readily when read to him, and can reproduce it, both in writing and orally, from the translation.

It will be seen that the inductive principle is here applied with sufficient thoroughness to justify entirely

the title, 'An Inductive Method.' Yet the authors have not hesitated to depart from a too rigid adherence to the principle whenever, in their opinion, the real progress of the learner would be furthered by such departure; so that occasionally a form is added to fill out a paradigm, or an explanation is given before it is absolutely required, in order to make clearer some other point. These departures are far more frequent in the Greek volume, which seems in general to have been done with less care and judgment than the other, and contains some clearly erroneous or at least misleading statements. On the whole, however, the method is worked out with great care, and the Latin book shows the hand of skilful teachers as well as accurate scholars.

It is very interesting to see thus elaborated in detail the method which Prof. Harper has followed with such remarkable success in teaching the Semitic languages. In the hands of such teachers as Prof. Harper, with earnest students who have already had experience in the study of highly inflected languages, this method is undoubtedly capable of all that the author claims for it. But the question cannot but arise: Is the method equally adapted to average classes of boys and girls, encountering an inflected tongue for the first time? Only actual trial can give the answer to this question, and the evidence before the writer is conflicting. That when fairly applied the method will produce better results than are now obtained in many schools, is highly probable; but that is not saying much. A teacher who has been poorly trained, but is earnest and faithful, will be made a better teacher by using this Latin book with a class. For the method does contain elements which cannot but be fruitful. First, the learner is forced to think; he must not only remember isolated facts, but must infer, generalize, recombine, apply his knowledge. Secondly, the learning of the text by heart fixes in mind grammar and vocabulary and everything else desirable, and keeps them ready for later use. Thirdly, the systematic training of ear and tongue reinforces everything else; such training is indispensable to rapid progress in the study of any language, and without it one cannot gain a real sense of the life and spirit of any piece of foreign literature. Fourthly, valuable assistance is given in teaching the student to grasp the thought in the order of the original—that is, in the order natural to the language under study. These elements are essential, and always have been, to really good teaching of any foreign tongue; and where these are present good results will not be entirely wanting. On the other hand the writer can see no gain, but a probability of much loss, in that feature whereby the order of presenting the grammar to the learner is the purely accidental order in which a given text chances to illustrate it. Of course we care nothing for grammar apart from the language; mastery of the latter for the purpose of reading literature is the end to which a knowledge of the former is a means. But in learning so complicated a body of facts and principles as the grammar of the Latin tongue a pupil is entitled to every real help; and there is no doubt that an orderly and systematic presentation is a help. To learn the grammar as a whole, or large parts of it, before it is needed in reading, is indeed an irrational waste of energy; but is there not a similar waste in adopting a haphazard order for learning it? It does not follow, because the inductive method is the great instrument for the discovery of new truth, that it is therefore the best way of teaching known truth to the young. To find that order of presentation which will render the subject easiest to grasp and retain is the schoolmaster's great and ever varying problem. A class of young students using this Inductive Method, after a period of surpris-

ingly rapid progress, is likely to reach a point where the grammar will be in great confusion in their minds, and then discouragement and loss of interest are inevitable. The ideal book would retain all the sound principles of Prof. Harper's method, and combine with them a more natural, because more rational, order of developing the grammar.

It may be doubted also whether time is saved in the end by beginning with Caesar or the *Anabasis*. The authors tell us that it may often be necessary to give seventy-five or one hundred recitations to the first four chapters of Caesar. In most American schools this would require fifteen to twenty weeks; and at the end of this period the rate of advance is still very slow. Then, too, is there not something fallacious in the thought that the class is dealing with a classic text, and thereby gaining something not attainable with simpler extracts, or with later but correctly written Latin or Greek? It requires a good knowledge of Latin to enable one to appreciate the charm of style in the story of the Helvetian War; and the pupil does not get rid of modern Latin, nor of mechanical disconnected sentences, for the book contains more of these in the exercises than of the original text. Besides, a boy might be pardoned if he finds it dull to spend so long a time over two or three pages of an author, and that on a subject very remote from his interests.

In a word, it is doubtful whether these books will be entirely successful in the class-room, except under peculiarly favourable circumstances; but they are sure to do good service in drawing attention to and extending the recognition of certain vital principles of the teaching of language and from this point of view are to be cordially welcomed.

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Parallel Grammar Series. A Latin Grammar for Schools, based on the principles and requirements of the Grammatical Society, by E. A. SONNENSCHN, M.A. (Oxon). Part I. Accidence. Stereotyped edition. Swan Sonnenschein and Co.: 1889. 1s. 6d.

PROFESSOR SONNENSCHN's little book is among the best of the numerous summaries of Latin Accidence which have appeared within the last few years. The paper is good, the type is extremely clear and every help is given to the learner to enable him to distinguish important principles from minor details. The distinguishing characteristic of the series to which this book belongs is that the grammar of all the languages ordinarily taught in schools is to be treated on the same lines, so that the pupil having once learned his grammatical terminology for one language can carry it on to the other languages which he may study at a later period. There can be no doubt that this system, if it can be satisfactorily carried out, will save much time to the teacher and much perplexity to the pupil.

In the present confusion of grammatical terminology Prof. Sonnenschein has done well to introduce a new term—*trunk*—for 'that part of the noun which remains when the ending of the genitive singular is removed.' In this way he avoids the misuse of the

word *stem* in this sense, a misuse which leads to frequent misunderstandings on the part of the pupil. The only objection that can be urged against Prof. Sonnenschein is that he has not diverged somewhat farther from the phraseology of the old-fashioned grammars. It is very important that the pupil shall never have to unlearn at a more advanced stage what has been drilled into him at the beginning. Hence it is not advisable to follow the older grammars in describing the shorter forms of *edō* (§ 238) as 'contracted'; nothing can be more certain than that the shorter forms in this verb are the older. Similarly it is hardly accurate to say that the indefinite *quā* is a shortening of *quae* (§ 153) or that *dixisti* is a contraction of *dixisti* (§ 231). The following are some more points of a similar kind which may be worth considering if Prof. Sonnenschein means to produce (as I hope he will) a Latin Grammar on a larger scale. § 7 the beginner I am afraid will hardly be able to understand the difference between stress and pitch accent from the brief account given here, nor is it quite accurate to say that all modern languages have words accented on the last syllable as is implied in § 8. The parenthesis in the phrase *filiis et filiabus* 'for (ā from) sons and daughters' (§ 19) presupposes more information than the beginner has received as yet in the book. In the same section it seems to be stated that *familias* occurs with no word but *pater*. § 27 the explanation of the short forms of vocatives is not convincing when we remember old nominatives like *Caecilis* and *Alid*, nor is that of the gender of rivers and winds (§ 67). The statement in § 76 that nouns in *-iō* are feminine requires so much limitation (given in §§ 83, 88) that the old rule that the endings *-tas -tio -do -go* are feminine seems preferable. In § 132 the statement about reflexives is likely to puzzle the beginner and might be simplified. In § 176 it might be advisable to separate *secus* from *setius* quantity and spelling being both different, and in § 189 it is surely a mistake to translate *estō* by 'thou (he) shall be' thus giving support to the erroneous notion that these forms are in some way future. In the light of recent investigation (Brugmann, *American Journal of Philology* viii. 441 ff.) it would be more correct to say (§ 202) that the Gerund is the neuter of the Gerundive participle used as a substantive. Prof. Sonnenschein seems to regard the Supine in *-a* as a Locative (§ 205) which is at least as probable as Schmalz's identification of it with a dative. The only other point to which any objection can be taken is the orthography; *j* I suppose is of so much practical advantage that it is almost necessary to retain it—Dr. Postgate in his *New Latin Primer* uses an italic *i* instead—but the beginner should not be encouraged to write *epistola* (§ 61).

Most of these points are small and it is almost hypercritical to raise them; they show at any rate how little there is to criticise. So far as I have observed there are no misprints.

The book ends with an excellent list of verbs and a lucid summary of the revised pronunciation of Latin is given in an Appendix. The tiro who masters this little book will have gained a very thorough knowledge of the main points of Latin Accidence.

P. GILES.