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## On 'An Unknown Warrior' Buried in Westminster Abbey, November 11, 1920

T. C. W.

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ON 'AN UNKNOWN WARRIOR' BURIED IN WESTMINSTER  
ABBEY, NOVEMBER 11, 1920.

τῷδε περικλειτῷ τύμβῳ πόλις οὐκ ἐμὲ μόνον  
εὐκλείϊσ', ἀλλ' ἐτάρων μυριάδας δι' ἐμέ.

Mene sub hoc saxo properas laudare iacentem ?  
vix capiant socios iugera mille pares.  
quippe mei similes peperit carissima tellus,  
pro quibus innumeris hic situs unus ego.

T. C. W.

A GREEK ECHO.

OBLIVION'S dull water it overfloweth her, Orpheus,  
Eurydice, in deep drowsed Elysian meadowlands.  
Forgetful she gazes on asphodel, asphodel only  
All day long ; all night gold-lilied ether ablaze  
Brings dim wonder, a yearning uneasy ; remembering almost  
Orpheus, she murmurs, doubtfully reaching her arms.  
Cast the wizard strings from thee ; let Earth, Skies, Ocean obey them,  
What profit, if thy soul, Poet, is empty desire ?

ALEX. LOTHIAN.

ORIGINAL CONTRIBUTIONS

A LESSON ON AN ODE OF HORACE.

[This paper is, in substance, part of a lecture given to Secondary School teachers attending a Latin Course in the series of Short Courses for Teachers organised by the Board of Education at Oxford last August. It seemed best for the present purpose to retain the personal form, as a direct address to those who are actually engaged in the teaching of Latin. For these it is primarily meant.]

CLASSICAL scholarship makes great demands on the intelligence ; and the teaching of Latin is a fine and laborious art. Little good will come of your teaching unless two requirements are fulfilled ; first, that you have accurate, knowledge of what you teach ; secondly that you can convey into your teaching

a sense of the human value of what is being read. Of these, the former takes priority. Clear thinking is the foundation of all studies ; it means the accurate use and appreciation of language ; and Latin if properly taught is incomparable as an instrument for this purpose. But education should not only discipline the intelligence, it should develop the imagination. Imagination is not dreaming, but the contrary, the seeing of things in their reality, through training of the perceptive and creative powers. A good teacher must have both, the accurate knowledge and the finer perception, from the first, and