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Hill's *Illustrations of School Classics* Illustrations of *School Classics*. Arranged and described by G. F. Hill, M.A. Macmillan: London and New York, 1903. Pp. x., 503. Crown 8vo. 10s. 6d. With 29 coloured plates and numerous illustrations.

F. E. Thompson

The Classical Review / Volume 17 / Issue 08 / November 1903, pp 395 - 396

DOI: 10.1017/S0009840X0020872X, Published online: 27 October 2009

Link to this article: http://journals.cambridge.org/abstract_S0009840X0020872X

How to cite this article:

F. E. Thompson (1903). The Classical Review, 17, pp 395-396 doi:10.1017/S0009840X0020872X

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HILL'S ILLUSTRATIONS OF SCHOOL CLASSICS.

Illustrations of School Classics. Arranged and described by G. F. HILL, M.A. Macmillan: London and New York, 1903. Pp. x., 503. Crown 8vo. 10s. 6d. With 29 coloured plates and numerous illustrations.

MR. HILL has been well advised to collect in a volume of fairly handy compass the illustrations which have appeared in the little text-books of 'Elementary Classics' published by Messrs. Macmillan. The name of the author is a sufficient guarantee for the trustworthiness of the illustrations and descriptions. The book consists of 462 pages of text; 17 pages of Bibliography, which should be most useful to teachers desirous of extending their knowledge of Greek and Roman life; and an index of 23 pages. Of the 462 pages of text 195 are devoted to Religion and Mythology, 69 to History (would there were more), 151 to Antiquities, 34 to Buildings, Cities, and Countries, 7 to Maps (these might well be omitted in a book of this kind), and 16 to 'the Barbarians.' Assyrians, Persians, Egyptians, Etruscans, and Gauls are summarily treated of in these last 16 pages. Would that we knew more of them; recent Histories of Mankind are teaching us to sympathise more with these despised 'lesser breeds without the law.'

It is to be feared that the circulation of this admirable book will not be large. It is too big and expensive for schoolboys generally, except for those in the highest forms; but it ought to be in all school- and house-libraries, every classical teacher ought to possess it, work at it, and use it, and it would be a handsome school prize. Perhaps it should be considered as specially adapted to teachers, and may be best regarded from this point of view.

Experts, like Mr. Hill, cannot too often be reminded that the schoolmaster has to be taught. The average schoolmaster is a man of little leisure, he is not a specialist, but assuming his willingness to be always widening his knowledge—and if he is not willing, he has mistaken his calling—it is to the guidance of experts that he must look. He will find great help in this volume, but in some points he will with reason look for more, and if a second edition is reached before very long, which is much to be desired, it is to be hoped that Mr. Hill will supply such help. For instance

the busy and comparatively uninstructed teacher will not always be able to answer the inquisitive pupils' questions concerning the letters of the alphabet in the inscriptions on vases, etc., e.g., 10, 109, 122, 134, 238 (a most interesting specimen). Sometimes, on the other hand, most helpful guidance is given, as in 176, 239, 376. Perhaps a short paragraph on the alphabets, or a reference to an accessible book, would meet the case. The date and *provenance* of the object described are generally, but not always, given, e.g., 18, 23, 72, 382. The explanations as a rule are most useful, e.g., 28, 117, but now and again the teacher, like Oliver Twist, will ask for more, e.g. 41, (Vediovis or Veiovis), 44, 57, 36 (a word or two might be said about the Ionic Chiton, the Doric Chiton, the Exomis), 19 (why has Zeus Ammon ram's horns?) and so on.

It may appear ungrateful to pick out small points; but the aim of the writer, and the execution of the work are as a rule so good that he would certainly desire to withhold no reasonable assistance in furthering the one object to be achieved, that of teaching the teacher, and through the teacher the taught.

But to turn from criticism to praise, some sections may be commended as singularly interesting, e.g. 250 (the Carthaginian tetradrachm of the fourth century), 251 (the figure of Ahura-mazda), 359 (the women's apartments and the life of women), 376 (the Scene at an Inn. Some objects will seem quaint and inadequate to the modern schoolboy's eye, and perhaps reasonably so; others will appear comical, and he will probably feel contempt for the hoop-driving (394), and the ball-playing (395). But he must be a Philistine indeed if he cannot appreciate the beauty of many of the illustrations, e.g., of the noble busts and statues from 309 onward (how Pompey the Great reminds one of Mommsen's disparaging description!); he will understand his text-books Greek and Latin ever so much better, by examining the illustrations of Homer which are given at 499–501, of Vergil at 37 (the Grynean Apollo, *Ec.* vi.), 298 (Columna Rostrata, *Georg.* iii. 29), 381 (the pastoral scene, *Georg.* iii. 327), of Horace at 303 (the looked for return of Augustus, *Od.* iv. 2), 308 (apotheosis of Augustus drinking nectar with empurpled lip, *Od.* iii. 3). On almost every page he will come across some presentment of Greek and Roman life, the market,

the inn, the sea-side villa, spinning, hunting, shipping, the counting-house, books and writing materials, and so forth. Such touches make 'the whole world kin.' We feel that we are dealing with men, women, and children, who worked, played, worshipped, hoped, feared, wept, and laughed like ourselves.

Books like this make the study of the classics human; they may well appeal to the more 'general reader.' Indeed the reviewer confesses that more than once he has put it in his pocket, though somewhat bulky, for enjoyment on a railway journey.

F. E. THOMPSON.

SOME RECENT ELEMENTARY LATIN BOOKS.

Ora Maritima. A Latin Story for Beginners, with Grammar and Exercises. By E. A. SONNENSCHN, D.Litt., Oxon., Professor of Latin and Greek in the University of Birmingham. London: Swan Sonnenschein & Co. New York: The Macmillan Co. 1902. Pp. x, 157. 23 Illustrations. 2s.

The Fables of Orbilius. By A. D. GODLEY, M.A., Fellow of Magdalen College, Oxford. London: Edward Arnold. 1902. Part I. (Third Edition). Pp. 56. 16 Illustrations. 9d. Part II. Pp. 59. 16 Illustrations. 1s.

Dent's First Latin Book. By HAROLD W. ATKINSON, of Rossall School,¹ and J. W. E. PEARCE, Head Master of Merton Court School, Sidecup. With twelve coloured illustrations by M. E. DURHAM. London: J. M. Dent & Co. 1902. 2s. 6d. net. Pp. xxiii, 328.

A First Latin Reader. By R. A. A. BERESFORD, M.A., Head Master of Iydgate House Preparatory School. With sixty-seven illustrations. London: Blackie & Son. 1902 (reprint). Pp. 100. 1s. 6d.

Latin Elegiacs and Prosody Rhymes for Beginners. By C. H. ST. L. RUSSELL, M.A., Assistant Master at Clifton College. London: Macmillan and Co. New York: the Macmillan Company. 1902. Pp. vi, 134. 1s. 6d.

A First Latin Course. By E. H. SCOTT, B.A., and FRANK JONES, B.A., Assistant Masters, King Edward's School, Aston, Birmingham. London: Blackie & Son. 1902. Pp. 148. 1s. 6d. No illustrations.

Latin Picture Stories: Being a new method of teaching Composition. Edited by W. H. S. JONES, M.A., the Perse School, Cambridge. The Norland Press, Shaldon, S. Devon. London: 298 Regent Street, W. 1903. 1s.

Pro Patria. A Latin Story for Beginners: being a sequel to *Ora Maritima*. With Grammar and Exercises. Same author and publishers as no. 1. 1903. Pp. x, 181. 2s. 6d.

[*Cornelius Nepos.* Twenty Lives. Edited by JOHN EDMUND BARSS, Latin Master in the Hotchkiss School. New York: the Macmillan Company. London: Macmillan & Co., Ltd. 1900. Pp. xiv, 316. 5s.]

THE four First Latin books in our list have each some merit of their own and give welcome proof that some of the fundamental principles of elementary instruction are at last to be applied to the teaching of Latin. They deal with the concrete side of life and matters likely to interest the young and they have the advantage of being illustrated. The framework of Prof. Sonnenschein's *Ora Maritima* is narrative—a series of sketches in easy Latin of family life at the seaside. Accidence and elementary syntax are worked in along with the translation by means of exercises skilfully and, to judge from some actual experience, felicitously constructed. The book may be confidently recommended to teachers.

Since the above was written Prof. Sonnenschein's *Pro Patria* has come into my hands. 'The first part' says the author 'is taken up with a study of Roman Britain in connexion with a visit to Richborough Castle: the second with the Boer war.' I must content myself with drawing attention to this book, which it may be hoped will prove as useful as its predecessor. Upon two points, however, I should like here to register my doubts. Prof. Sonnenschein has 'ventured on some novelties in the realm of grammar teaching' amongst which is the term 'Injunctive' used to express the fundamental meaning of the subjunctive as the mood of *desire*. I am sceptical of the value of all novelties in

¹ Mr. Atkinson is now a Head Master in South Africa.