

PREFATORY NOTE.

The Board have power under Article 39 of the Regulations for Secondary Schools to augment the grant payable to a school by such further amount as they think fit towards meeting expenses incurred by the school in respect of special educational experiments approved by them. The first grant under this Article was one made to the Perse Grammar School for Boys at Cambridge in order to enable the governors to appoint an additional master, so that the experimental work there being done in the teaching of the Classics could be carried out more thoroughly. It was a condition of this grant that a report on the work should be submitted by the school, to be published by the Board.

The report which is now published is one made on the work of the school by the head master (Dr. Rouse) and those members of the staff who have helped him in the classical work. The Board in publishing the report do not thereby necessarily commit themselves to approval of the methods of work advocated in it, but they hope that the account of the teaching done will be of real value to persons engaged in teaching.

As will be seen, the experiment here described consists of two parts. The first is the arrangement of the language work in the curriculum. It is maintained that if French is properly taught to the boys in the earlier years and Latin postponed until the age of 12, it will be possible by good teaching and properly organised classes to bring the boys to a standard of acquirement in their classical work which will enable them, when they pass on to the University, to compete on equal terms with those who, in accordance with the traditional custom of English schools, have begun Latin at an earlier age.

The experiment conducted at the Perse School is, however, not limited to this. The most important part of it is the introduction of methods of teaching which are very different from those which have hitherto prevailed in the teaching of the Classics, and which, if generally adopted, would largely revolutionise both the method and the character of that teaching, and consequently of the whole education given in schools of a predominantly classical type.

Office of Special Inquiries and Reports,
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REPORT ON THE TEACHING OF LATIN AT THE PERSE GRAMMAR SCHOOL, CAMBRIDGE.

The Report is arranged in the following sections :—

- I. An introductory section, dealing with the aims of the system and with the methods of teaching.
 - II. A summary of the work done during the year 1908–9 by each form in the school which does Latin. This summary shows the number of boys in each form and their average age, the number of periods given each week to the language and the distribution of periods, and the nature and amount of the home-work done at each stage.
 - III. A series of reports on part of the work of each form during the year in question.
- Appendix. An Appendix containing specimens of the exercises done by the boys in each form, the exercises being uncorrected and thus showing the mistakes made.

Sections I. and III. have been written by the staff of the school; Section II. has been compiled from information obtained at the school.

The exercises in the Appendix have been selected by the Board from a very large number supplied: it would have been instructive, had space allowed, to include complete sets of exercises done by several individual boys during a term and by every member of a form on the same subject. As it is, a certain number of the best exercises and a good many of those of average merit have been selected. The worst exercises, done by boys who have learnt Latin on other systems and have not been long enough at the school to profit materially by the change, have been purposely excluded from the Appendix.

I.—THE AIMS OF THE SYSTEM AND THE METHOD OF TEACHING.

I. The aim of the system of language teaching here used is to proceed (1) by reasonable stages, (2) from the easier to the harder, (3) without overburdening the learner with new work, (4) without neglecting any other necessary study, (5) in such a way as to give him a complete mastery of the subject up to the standard set for each stage, enabling him (*a*) to understand what he hears and reads, (*b*) to express his own thoughts correctly and fluently, and (*c*) to appreciate and to enjoy the literature.

The composition is taught in the same way as that in the native language. First there is constant practice in simple expressions; then these are combined; then a story is told to be reproduced; or a free rendering of part of the text read is given to be translated back into the original language, this translation being made more and more exact. Occasionally a new grammatical point is driven home by a series of sentences; these may be on any subject, because their purpose is understood, and, consequently, they do not excite nausea like the usual books of rubbishy exercises. All the work—vocabulary, accidence, syntax and composition—is based on the material supplied by the class work; conversation at first, then stories, then books.

Finally, a very important point still remains to be mentioned. From the first, every boy is expected to ask questions if he does not understand anything. He is not blamed for not knowing, but he is severely blamed for not asking, and he is taught to think any kind of pretence of knowledge, active or passive, as the worst intellectual sin. He is blamed for a guess only less severely than for pretence.

II.—SUMMARY OF THE WORK DONE DURING THE YEAR 1908–09.

Form II.—Average age 12, average number of boys 9 (an unusually small average). Six periods of 45 minutes each were given to Latin, and there was no special distribution of periods.

The form worked right through the text-book (Jones' First Latin Course) and began another (Walters and Conway's *Limen*), in the 3rd term.

The ground covered in grammar was the whole of the accidence and the syntax of the simple sentence, which was revised with *Limen* in the 3rd term.

Dictation was taken very early, and it was found that mistakes were rare towards the close of the year.

Very little homework was done, on the average only three times a fortnight for three quarters of an hour each time. It consisted of the learning of grammar or of the preparation of a piece of translation, generally previously explained in school.

Forms IIIa. and *IIIb.* were parallel forms. Their average age was $13\frac{1}{2}$, and the average number of boys in each was 18. Of the six periods they gave to Latin, four were allotted to working right through the reading book (*Limen*), and two either to special grammar lessons or to free composition with occasional dictation.

The ground covered in grammar, besides the revision of the accidence, was the learning of the whole of ordinary syntax, including *Oratio Obliqua*, and final, consecutive, temporal, and conditional clauses.

Homework was set three times a week on alternate days, and boys were expected to give three quarters of an hour to it each time. It consisted normally of written work, translation from Latin into English, free composition or English sentences for translation into Latin, devised to drive home some rule. Translation was occasionally prepared for school.

Form IV.—Average age $14\frac{1}{2}$, average number of boys 19.

This form gave eight periods to the language: three to the Reader, three to composition, and the remainder to grammar or to extra reading. E. V. Arnold's *Basis Latina* (replaced in the summer by *Limen*) and G. M. Edwards' *Simplified Livy* were the text-books. The former was read right through in two terms. The whole of the grammar was revised. Free composition was largely practised, and a sparing use was made of paraphrase in the original language.

Homework was set three times a week to occupy three-quarters of an hour each time. It consisted partly of written exercises, but chiefly of preparation of the text-book with, or more often without, previous help in school. Vocabularies were used, but no dictionary.

Form V.—Average age $14\frac{1}{2}$, number of boys 22.

This form was divided into two sets of eight and fourteen for reading and translation of authors, but worked as a whole in composition. Nine periods of forty-five minutes were given to the language, three to composition, and six to authors, with time given incidentally to grammar.

There was no unseen translation except from the text-book read, but formal Latin Prose as distinct from free composition was begun from a book (Champneys and Rundall). The authors read were Cæsar, *de Bello Civili* (Oxford Text, no notes), and Ovid, *Metamorphoses* (Sedlmayer's Selections, German notes only).

For homework half an hour was given each night to translation, and three half hours each week to composition. The boys either wrote out in English what they had prepared in school or prepared a set lesson for translation *vivâ voce*. They also learnt Ovid by heart, and occasionally revised grammar.

Form VI.—Average age 16·11, number of boys 8 to 12.

The two sets, lower and upper, both worked together in reading lessons for twelve periods a week, while the Upper Set gave two more periods a week to extra reading.

The authors read during the year by both sets were—

Virgil, *Aeneid* I.—XII. ;
Cicero, *Pro Lege Manilia* ;
Terence, *Andria* ;
Tacitus, *Annals* I., II. ;

and by the Upper Set in addition—

Ovid, *Fasti* I., II. ;
 Lucretius, I. ;
 Catullus, *Select Poems*.

Composition.—The Lower Set did summaries of the books read three times a week, and occasionally a piece of formal Latin prose. They did “Penrose” about once in three weeks for Verse Composition.

The Upper Set did each week one summary of the Latin lessons of the preceding week, and one formal Latin Prose or Verse Composition.

Homework, composition, and the preparation of part, at least, of the translation lesson, probably averaged one and a half hours per day in the Lower Set and two hours in the Upper Set.

Unseen translation was rarely done, except from the author read in school.

Critical papers were occasionally set to scholarship candidates, and critical and grammatical notes were given in school in English.

III.—REPORTS ON THE WORK OF DIFFERENT FORMS.

(A) FORM II.—THE FIRST YEAR'S WORK.

The experiments made at the Perse School have had a definite object. It is felt that, however desirable it may be to simplify the curriculum and make it less comprehensive, as much time as possible ought to be saved in other ways. Can Latin, then, be kept in schools which must otherwise exclude it, by reducing the number of lessons to a minimum? If so, what methods best achieve this saving of time?

This utilitarian object is supplemented by another—the desire to make the process of learning as educative as possible, and that in the widest and most liberal sense of the word. The ordinary means employed to teach a dead language train the intellectual and linguistic powers of the learner, and to a certain extent develop the literary instinct; but it may be doubted whether they do this to the highest possible degree, while it is certain that the training of the powers of speech and hearing is entirely neglected. Furthermore (although this is perhaps not an inherent fault in the current system), the kind of English allowed in most schools in the elementary construing lesson, to say nothing of the stupid, meaningless sentences often set for translation into Latin, cannot fail both to perpetuate faults and also to foster the impression that a dead language is necessarily meaningless.

We desire then:—

- (i) to train the ear;
- (ii) to train the voice;

(iii) to train the eye ;

(iv) to develop the literary and dramatic instinct ;

(v) to save time.

Before proceeding it will be well to correct a possible misapprehension. Opponents have often said that the new methods aim at making a lesson too interesting and too easy. This is one of those "lies that are half a truth," to fight which is a matter of some difficulty. It is frankly admitted that the master is in danger of doing too much himself ; but knowing this he must be on his guard. Again, it is perfectly true that the lessons are more interesting. But is this a fault ? Should learning be nothing but drudgery ? After all, no method of teaching Latin, however interesting, can do away with the necessity of the pupil's exerting himself and making independent efforts.

The boys do not begin Latin until they reach the Second Form and are about twelve years of age. The experiment was tried of teaching the boys of the First Form, and even those of the Preparatory Department, but it was found that the time so spent was almost wasted, as by the time the Fourth Form was reached those who began later had overtaken the others. The minds of very young boys, except in the cases of a few gifted pupils, are not sufficiently developed to profit by a course of Latin. Beginners are supposed to know the elements of general grammar, the meaning of subject, direct object, and the like. The mother tongue is the medium used to impart this knowledge, and, whenever boys reach the Second Form inadequately prepared in this respect, the Latin lesson is turned into an English lesson for a week or two. But it is found that, although it is necessary to use English for the preliminary training, yet the study of Latin helps to drive home the principles of general grammar which have been studied for the first time in the mother tongue. This seems to be the correct solution of the problem whether Latin or English affords the better means of learning elementary grammatical notions. At least a year (for those who go through the whole course in this school, at least two years) is spent on French before Latin is begun. This course makes the learner acquainted with inflexions before he comes to the highly inflected Latin, and obviates the confusion which results from beginning two strange languages at the same time. The latter reason is by far the more imperative.

Text-book.—The book used in the beginners' class is Jones' First Latin Book. This covers the regular *accidence* (excluding the subjunctive) and the syntax of the simple sentence (excluding the ablative absolute). Only the very common case-usages are employed, but the difficult construction of the relative pronoun is fully dealt with towards the end of the course.

Character of the Exercises.—Translation from English into Latin is reduced to a minimum, but it is not avoided as a test

of knowledge already acquired. Translation from Latin into English is used to give the meaning of the Latin when that cannot be given in any other way (*e.g.*, by a picture or gesture). Reliance is placed chiefly on the power of repetition to give command of a language; *e.g.*, questions are asked in Latin on the sentence *Romani multos hostes in proelio interfecerunt*, until every boy knows it thoroughly, as well as the exact force of each of its parts, and the importance of order.

The beginner must know the way to analyse a simple sentence into its component parts. He can then proceed to study, analyse and translate Latin sentences of the type given above. As soon as possible the exercises are made to consist of continuous passages on a simple theme—a walk to school, the day's work, a holiday, and so forth. The cases are introduced as required, but it is not long before the whole of *bonus, bona, bonum*, and the present indicative of all conjugations are thoroughly learnt.

Much of the class-routine may be represented in Latin, *e.g.* :—

Master: *Specta me.*

Boy: *Specto te.*

Master: *Quem spectas?*

Boy: *Te specto; magistrum specto.*

Master: *Claude ianuam.*

Boy: *Claudo ianuam.*

Master: *Quid claudis?*

Boy: *Januam claudio.*

Such questions and answers teach better than anything else the force of the order of words.

And so on in the plural. In time more tenses can be used, *e.g.* :—

Boys: *Aperiemus fenestras* (as they go to do it).

Aperimus fenestras (as they do it).

Aperuimus fenestras (as they return to their places).

Written Work.—All the work is done at first orally. It may be revised several times before it is written out. The object of this procedure is to avoid mistakes becoming stereotyped by being written down. *Littera scripta manet*. Considerable care has been taken to discover whether greater accuracy and readiness are eventually obtained by this method, and the writer can confidently answer in the affirmative. He would not, however, avoid giving a written exercise which had not been done orally; but such an exercise should be occasional, and regarded merely as a test of progress.

Continuity.—The course should be continuous, going on without a break from term to term. The introduction of new boys into a form of beginners at any other time than the beginning of a school year is a serious, almost fatal, hindrance to real progress.

Paraphrase.—The system of paraphrasing may be introduced early. Thus, in the year under review, the class learnt the passive voice by turning many sentences from the active to the

passive, and *vice versâ*. Similarly *habeo librum* may be turned into its virtual equivalent *est mihi liber*.

Grammar.—Special attention should be paid to this during the course of every lesson. Nouns may be declined, adjectives compared, the reasons given for a certain case, and so on. But for revision purposes the whole of the grammar is summed up at the end of the book, and during the revision it is learnt again, but in a logical order.

Answering in Chorus.—It is found useful to employ the method of “answering in chorus.” When a boy has done a piece of work correctly, the class repeat it all together. A fresh story is read by the whole class, and this gives confidence to the weaker members. Great attention is paid to clearness of utterance, both in the case of individual boys and also when the “chorus method” is used.

Result.—After two (in some cases three) terms' work I am much struck by the readiness with which all the boys have mastered such constructions as *ventum est ad templum* and *claudenda est mihi ianua*, which were explained as virtual equivalents of *illi venerunt ad templum* and *oportet me ianuam claudere* respectively. During the last few weeks of work the boys showed much vigour and readiness, while mistakes, both in written and oral work, were few.

(B) FORM III.—A MONTH'S EXPERIMENTAL WORK WITH ONE OF THE TWO PARALLEL DIVISIONS OF THIS FORM.*

The class was taken for a month in order to teach certain constructions—indirect statements, indirect questions, and final clauses.

The boys had not reached these constructions in their text-book, but experience shows that the text-book is much more easily mastered if these difficult points of syntax are practised orally as soon as possible. Accordingly two kinds of lessons were given:—

- (1) Study of the text-book. This was mostly revision, in a new setting, of constructions already learnt.
- (2) Practice in the new constructions, first orally, then in writing.

(1) This part of the work consisted chiefly of translation from and into Latin, together with the learning of new words. The general principle adopted was to place the boys as far as possible in the position of Roman boys learning English; that is to say, for the time being English became a foreign language. The master would say, for instance: *Surge, Sexte: recita Latine primam sententiam*. The boy addressed would

* Note.—The master who was responsible for the teaching of both divisions has now left the school. This record of a month's work undertaken by a colleague with a special object is the only report available.

stand up and read aloud the Latin sentence, his pronunciation being corrected, if necessary. Suppose this sentence was: *Aestate Cæsar in Britanniam transiit.* The master might go on:—

Master: <i>Quid fecit Cæsar?</i>	Boy: <i>Transiit.</i>
Master: <i>Quo transiit?</i>	Boy: <i>In Britanniam transiit.</i>
Master: <i>Quando?</i>	Boy: <i>Aestate.</i>
Master: <i>Itera sententiam totam.</i>	Boy: <i>Aestate, etc.</i>
Master: <i>Universi recitate.</i>	Boys: <i>Aestate, &c.</i>
Master: <i>Nunc, Sexte, verte Anglice.</i>	Boy translates.
Master: <i>Quid fecisti?</i>	Boy: <i>Recitavi Latine et reddidi Anglice.</i>
Master: <i>Conside.</i>	Boy: <i>Conside</i> (sits down).
Master: <i>Quid fecit Sextus? Tu, Quinte, responde.</i>	Boy: <i>Recitavit Latine et reddidit Anglice.</i>
Master: <i>Sexto responde.</i>	Boy: <i>Recitavisti, etc.</i>
Master: <i>Universi respondete.</i>	Boys: <i>Recitavit, etc.</i>

The method of answering in chorus is very useful, not only because it helps to keep the attention of the class, but also because one of the objects of the oral method is to make the boys repeat aloud as much correct Latin as possible. Most young masters talk Latin themselves, but seem to forget that to do so is only half of what is necessary. The boys must speak as well as hear; the mouth, and not the ear only, needs careful training.

Suppose *aestate* had not been known by the boy. Then the following dialogue might have taken place:—

Master: <i>Quid significat aestas, aestatis?</i>	Boy: <i>Nescio.</i>
Master: <i>Num oblitus es?</i>	Boy: <i>Oblitus sum.</i>
Master: <i>Tu, Tite, potesne respondere?</i>	Boy: <i>Aestas significat Anglice "summer."</i>
Master: <i>Recte respondes; quid igitur significat "aestate"?</i>	Boy: <i>Aestate significat "in summer."</i>
Master: <i>Universi respondete.</i>	

It is clear that in this way English becomes a kind of foreign language, and that the boys gradually acquire the power of thinking in Latin. Grammar questions will usually be in English, and must by no means be neglected; e.g., the master should ask for the declension and gender of *aestas*, the principal parts of *transiit*, why *aestate* is ablative, and so on.

This method is as rigorous a linguistic training as was the old, from which, indeed, it scarcely differs; but it combines therewith the additional advantages to be obtained from oral practice and the use of Latin as a living language.

(2) The teaching of new syntactical constructions to young boys presents serious difficulties, and these are considerably aggravated when only a limited amount of time can be given to Latin. Continual practice is necessary to ensure perfect accuracy; hence the value of oral methods, which save time; hence, also, the wisdom of some preparatory training before these constructions are formally treated in the text-book.

The methods employed are briefly as follows:—

Indirect Question.—The master begins by using the formulæ *nescio quid dicas, rogo quid significet hoc verbum.*

He should point out the difference in form between these sentences and *quid dicis? quid significat hoc verbum?* but should make no attempt yet to explain the construction. After a week or ten days the class will be ready for a special lesson. The master first makes the boys learn paradigms of the subjunctive mood, omitting, of course, the English. Then, using the blackboard, he tells the class that the Romans said:—

quid dicis?
intellegis-ne?
quot habent?

but:—

nescio quid dicas,
rogo num intellegas,
rogo quot habeant.

and:—

nesciebam quid diceres,
rogavi num intellegeres,
rogavi quot haberent.

Similarly:—

fecistine?

becomes—

rogo num feceris,
rogavi num fecisses.

A considerable number of exercises follow, consisting of direct questions to be governed by *rogo, rogavisti, etc.*

Then the class is ready for a formulation of a rule, which should be learnt by heart.

The next step is to point out the difference between Latin and English in indirect questions. English sometimes changes the tense of the subordinate verb; Latin always changes the mood. It should be carefully noticed that with the present and perfect tenses the stem of the subordinate verb does not change; e.g., *venistine?* becomes *num veneris* or *num venisses*, according to the tense of the governing verb.

Then follows a series of exercises consisting of English sentences to be turned into Latin. The master must insist that, before attempting to translate any of these, the direct speech is found; e.g., "We asked who was present."

Direct question:—"Who is present?" *quis adest?*

Governed by *rogavimus* this becomes *rogavimus quas adesset*.

This formal instruction occupies about five lessons, which are given alternately with lessons from the text-book.

The indirect command is treated in an exactly similar way (three lessons), only it should be clearly understood that in this construction only the present and imperfect subjunctive are employed.

Thus:—

	<i>fac</i>
becomes—	
	<i>impero ut facias,</i> <i>imperavi ut faceres;</i>
and—	
	<i>noli ire</i>
becomes—	
	<i>dux imperat militi ne eat, etc.</i>

The indirect statement takes five or six lessons, and may come either before or after the indirect question, by preference the former.

Then comes a most important part of the work. The class should be given a few English sentences in order that every boy may learn how to distinguish an indirect statement from a command or question. This can only be done by finding the direct speech; e.g., "I understand what you want." Direct question: "What do you want?" Then it will be quite easy for the class to see that, "He persuaded them to come" is *persuasit eis ut venirent*. (Direct speech: *venite*.) But "He persuaded me that you were wrong" is *persuasit mihi te errare*. (Direct speech: *errat*.)

After such a course of training it will be found that the boys are ready to profit by a study of these constructions in their text-book, as soon as they reach the sections where the explanations and exercises are given.

Other constructions are treated on analogous principles. There are four steps:—

- (1) Use of the construction (without formal explanation of it) to arouse interest.
- (2) Formal explanation of the construction, with exercises.
- (3) Translation from English into Latin.
- (4) Formal treatment of the construction in the text-book.

Step (4) may take place weeks after the preliminary steps. During this period the master must not lose any opportunity of revision by oral practice; e.g. :—

Master: *Surge.*

Boy: *Surgo.*

Master: *Quid dicis?*

Boy: *Dico me surgere,*

or

or

Quid impero?

Imperas mihi ut surgam.

Only in this way is it possible to obtain that constant repetition which is so essential if perfect accuracy is to be attained.

(c) FORM IV.—THE WORK OF THE THIRD YEAR.

The second year is spent partly in revision of the grammar learnt during the first year, and partly in "breaking ground" for the more serious study of the complex sentence in the third year.

In the third year the advantage of two lessons a week more than in the preceding stage is very great. Extra work in Latin is peculiarly useful, as the more mature intellect of boys of 15 enables them to master, in a comparatively short time, work which, on the usual system, at an earlier period of the course, takes much longer. Valuable time is often lost by setting before boys difficulties which they are not sufficiently developed thoroughly to understand.

Reader.—As far as possible, grammar and composition are based upon the Reader. The latter is usually prepared in class (by the method of paraphrase) before being studied at home. But in order to encourage independent effort some parts are set to be prepared without help.

The lesson is translated into English, but great stress is laid upon reading the Latin aloud (both in chorus and individually) and upon answering, in Latin, easy questions, also in Latin, upon the text just read. At the end of the lesson a boy is supposed to be able to write out, with fair accuracy, the portion of Latin studied on that day. It is surprising to find how many boys can, with a little practice, remember the whole.

It is a pity that there are not a few Readers easier than Simplified Livy. Rapid reading would be particularly useful at this stage, but without very simple Readers it is impossible.

Grammar.—Grammar is learnt, as far as possible, from the Reader. The parts of the verbs are learnt as they occur, and every opportunity is taken of pointing out illustrations of grammatical rules. But systematic lessons on syntax are an absolute necessity, and the new rules have to be driven home by translation into Latin of easy sentences which illustrate them.

The method of paraphrase is frequently useful, and avoids the danger of translation; e.g. *misi legatum ut naves compararet* may be paraphrased:—

(a) *qui naves compararet*;

(b) *ad naves comparandas*;

and so on.

Oratio obliqua presents special difficulties, and it is found very useful:—

(a) to govern, e.g., *Cæsar moritur*, by *dico, dixit, rogo num, etc.*;

(b) to find the *oratio recta* of every piece of *oratio obliqua* (dependent question, command or statement) which occurs in the Reader. In dealing with a dependent clause of this kind the direct speech should always be found first.

This will explain the difference between, *e.g.*:—

Persuasit mihi ut facerem (O.R. *fac*) and
Persuasit mihi te iisse (O.R. *iit*).

Composition.—Composition is of three kinds:—

- (1) Easy sentences to illustrate grammatical rules;
- (2) Easy continuous passages (generally based upon the Reader) to be turned into Latin;
- (3) Easy stories told in Latin by the teacher, and afterwards written out by the class.

The third kind of exercise needs a few words of explanation. The story is first read through by the master. He then repeats it sentence by sentence, asking questions in Latin to see whether every boy has grasped the meaning and the construction. English is employed only when every other means has failed. Then the “key words” of each sentence are written (by a boy or boys) upon the blackboard. The story is then repeated sentence by sentence by several boys and by the class in chorus. Finally the whole is written out, either in school or as homework. A series of pictures giving the chief “moments” of the story is of great help in this kind of composition.

Difficulties.—The following are difficulties which have actually occurred during the course of the year.

The vocabulary of the class is poor. This is due to lack of effort on the part of the boys. The only remedy is to insist upon greater concentration of attention when new words occur, at the same time constant repetition of the same words in a fresh context will prove useful.

The boys do not appreciate the value of accuracy. Here again the master must insist upon closer attention; beyond a certain point inaccuracy is a moral offence and should be treated accordingly. Neatness of writing should be strictly exacted. A boy thinks more accurately when he writes more carefully.

Interest is apt to be less keen at this stage. The novelty of new work has worn off; the intellectual interest, which comes from studying a great literature, is not yet aroused. Hence the necessity of intensive study, so that the stage may be made as short as possible. The sooner the boy can plunge into Virgil, Horace, and Livy, the better.

(D) FORM V.—(i) A CRITICAL ANALYSIS OF ONE TERM'S COMPOSITION.

The following statistics are an analysis of 38 sets of exercises, being one term's work in Latin composition. Of these, 27 were reproductions, 7 translations, and 4 impromptus.

An attempt is made to estimate the actual value of the exercises by counting the number of times certain constructions have been used rightly and the number of times wrongly.

Besides these, every other mistake of accident or of syntax has been included; the only omissions being mistakes in spelling (due to careless speech or hearing), and the use of the wrong word with the right construction. Grammar, rather than vocabulary or style, has been kept in view.

But while every mistake has been included, not every right use of a form or construction has been included, but only those which belong to the special categories that were counted (*see* tables and the blank form pp. 16-21).

Thus, for example, the "other mistakes in syntax" mentioned in the blank form include such mistakes as an accusative subject to a finite verb; but the right use of the nominative is not counted. So also all mistakes in the use of *se*, *suus*, and genders are included; but none of the right uses. It follows that the system of counting represents the actual effect unfavourably, and that if all the right uses be taken into account the proportion of right to wrong is much larger.

This course was followed in order to make the test more stringent.

In reproduction, the method of work was as follows: the master told a story in Latin, and fixed its words and constructions in the boys' memory by asking them questions in Latin, to which they replied in Latin. They were then told to write out the exercise in school or at home in their own words; and, as a rule, they were told each time to bring in a certain construction or constructions. If this precaution be omitted, some pupils are apt to take the easiest line and to write in simple sentences: when this precaution is taken, the suggestion almost always acts effectively. With proper care, all common constructions can easily be brought in.

The details of the preparation varied very much:—

- (1) Sometimes questions were put after every sentence, to be answered in unison, so that the class had heard and spoken practically every word of it before they wrote it down.
- (2) Sometimes the story was told in short, simple sentences, followed by questions, and then the boys in turn were asked to group two of these at a time by means of conjunctions in as many different ways as possible; the final form was then left to their judgment.
- (3) Sometimes very few questions were asked, the story being told in a more finished form.
- (4) Sometimes the story was told once only, and in a very short time.

TABLE A.

REPRODUCTIONS AND TRANSLATIONS FROM ENGLISH INTO LATIN.

Number of Set.	Number of Boys.	Total of Set.		Average per Paper.	
		Right.	Wrong.	Right.	Wrong.
No. 1a - -	18	100	28	5.6	1.6
„ b - -	18	64	52	3.6	2.9
„ c - -	8	68	34	8.5	4.2
No. 2a - -	18	137	41	7.7	2.3
„ b - -	18	221	68	12.3	3.8
No. 3a - -	19	81	31	4.3	1.6
„ b - -	17	264	49	15.5	2.9
No. 4 - -	16	214	54	13.4	3.4
No. 5* - -	18	281	97	15.6	5.6
No. 6* - -	18	168	90	9.3	5
No. 7a - -	19	122	41	6.4	2.2
„ b - -	18	219	64	12.2	3.6
No. 8* - -	18	326	86	18.1	4.8
		2,265	735	132.5	43.9

(Proportion of right to wrong = 75.1 : 24.9.)

These were done in the earlier part of the term, before I began to count several of the categories. The proportion of right to wrong is therefore lower than it should be.

No. 9a - -	16	113	28	7	1.8
„ b - -	19	243	53	12.8	2.8
No. 10* - -	16	224	53	14	3.3
No. 11 - -	17	92	32	5.4	1.9
No. 12* - -	17	182	78	10.7	4.6
No. 13 - -	15	136	38	9.1	2.5
No. 14* - -	17	273	73	16	4.3
No. 15a - -	17	105	25	6.2	1.5
„ b - -	17	176	42	10.3	2.5
„ c - -	17	165	47	9.7	2.8
No. 16a - -	19	205	63	10.8	3.3
„ b - -	17	179	62	10.5	3.7
No. 17 - -	17	218	68	12.9	4
No. 18a - -	22	198	40	9	1.8
„ b - -	18	289	76	16	4
No. 19 - -	13	193	58	14.8	4.5
No. 20 - -	14	195	38	14	2.7
No. 21 - -	13	218	67	16.8	5.1
No. 22 - -	10	169	48	16.9	4.8
No. 23 - -	15	289	88	19.3	5.9
No. 24* - -	17	223	167	13.1	9.8
		4,085	1,244	255.3	77.6

(Proportion of right to wrong = 76.7 : 23.3.)

* Translation from English into Latin.

Note.—The letters *a*, *b*, *c* denote that the same exercise was done more than once; e.g., a story told for 30 minutes would sometimes be written out in school in 10 minutes and then again at home; once or twice the story was told a second time. (See p. 17)

BLANK FORM. (See page 14.)

LATIN COMPOSITION:—STATISTICS. PERSE GRAMMAR SCHOOL.

Exercise..... Date..... Class..... No.....
Average Age.....

	Right.	Wrong.
Abl. Abs., and participle agreeing.		
Agent, Cause, Instr., Accomp.		
Conditions - - -		
Consequence - - -		
Cum - - -		
Dependent Question -		
Description, Manner -		
Dum, quia, ubi, postquam, quamquam, quamvis, &c.		
Jussive subj. and wish -		
Oratio Obliqua - - -		
Purpose and fear - - -		
Qui causal, concessive, &c.		
Time & Place: In -		
From - - -		
To - - -		
Through, after		
Special Idioms - - -		
.....		
Accidence (genders, &c.)		
Other Syntax Mistakes		
Omissions - - -		
Dog Latin - - -		
Nonsense - - -		
		Right.
		Wrong.
		Total:
		Average:
		Percentage:

(5) Sometimes the story was divided into scenes or episodes, and a sentence dictated for each, the task being then to expand it from this skeleton. If pictures are available, even these sentences may be omitted. Or finally—

(6) Only a theme was given.

Again, if many new words or constructions were used, the story was occasionally written out in sections for practice, before being set for home-work. Occasionally the last ten minutes of the lesson were allowed for writing out the story, which was again set as home-work. Once or twice, if this were not well done, it had to be written a third time, after criticism of the common mistakes.

It is obvious that the amount of work done by each boy differed under these different conditions.

A general view of the results is given in Table A. above. Each exercise is numbered; when more than one set of statistics are given under one number, this means that the said exercise was done first in school, then at home. The four impromptu exercises are not included in this table.

In Table B. below the seven exercises in translation, already included in Table A., are placed together. The text-book (Champneys and Rundall) contains pieces of simple narrative, with an average of 12 notes to each piece, the notes giving Latin words with occasional hints on idiom. These are, accordingly, practice-exercises in the use of words assumed to be already familiar.

For the most part, twenty to thirty minutes were allowed in school to prepare each translation exercise, whilst the master was criticising the last set of papers with each boy separately. Ten minutes was allowed to run through the exercise, or part of it, by word of mouth, the boys correcting each other. The exercise was then written out at home. There is no record of the amount actually done in school; sometimes it was not done at all there, usually about half was done; but the whole was expected next day. The last exercise (No. 24) was done in school (45 minutes) without preparation or help other than that given by the book, except that a few questions, asked by the boys in Latin, were answered by the master in Latin.

TABLE B.—TRANSLATION FROM ENGLISH INTO LATIN.
(Champneys and Rundall.)

Number of Set.	Total of Set.		Average per Paper.	
	Right.	Wrong.	Right.	Wrong.
No. 5 - - -	281	97	15·6	5·4
No. 6 - - -	168	90	9·8	5
No. 8 - - -	326	86	18	4·9
No. 10 - - -	224	53	14	3·3
No. 12 - - -	182	78	10·7	4·6
No. 14 - - -	273	73	16	4·3
No. 24 - - -	223	167	13·1	9·8
Total - - -	1,677	644	97·2	37·3

(Proportion of right to wrong = 72 : 28.)

We now come to the details of the various constructions, of which those only are taken that were marked all through the term. They are to be seen in Tables C. and D. below.

The method of marking is to count under each heading one in the first column for every mood, case, or construction rightly used, and one in the second column for every mood,

case, or construction wrongly used. A right mood (*e.g.*, subjunctive of purpose) in a wrong tense would count one on each side. In *Oratio Obliqua* the construction of each verb is counted once; in conditions protasis and apodosis each counted once. With conditions in oblique construction each verb will be counted twice; this is rare, and the double counting has not been applied to other items. Under "Ablative Absolute and Participle Agreeing" have been included expressions like *hoc adeptus abiit*, whereas *hoc adeptus est et abiit* has not been counted at all; *Balbo hoc adepto, abiit* (*Balbus*) would be counted as a mistake under the same head; and *hoc adepto* in passive sense would be counted under "Other Syntax-mistakes." Under "Instrument and Agent" come the constructions of *fungor*, &c.

The other headings need no explanation.

The list of boys was as follows:—

A	began Latin in 1906.
B*	" " 1904, but has not worked at it regularly.
C	" " 1905.
D	" " 1905 ³ .
E	" " 1905 ² .
F*	" " 1902; has only just entered school.
G	" " 1902.
H	" " 1904 ¹ .
I*	" " 1903; entered 1908.
J	" " 1904 ³ .
K	" " 1904.
L	" " 1905 ³ .
M	" " 1902.
N*	" " 1901; entered 1907.
O	" " 1906 ³ .
P	" " 1905 ³ .
Q	" " 1905 ³ .
R	" " 1906 ³ .
S*	" " 1901; entered 1906.
T*	" " 1902 (with an interval); entered 1906.
U	" " 1906 ³ .

V only came occasionally.

The first table below (C.) analyses the exercises in reproduction, the second (D.) the exercises in translation. In reproduction the percentage of mistakes ranges between 3·4 and 13·5 per cent., only two out of ten constructions (*Consequence, Cum*) exceeding 10 per cent. In the translation the range is between 4·7 and 30·9 per cent., five being over 10 per cent. (*Dependent Question, Conditions, Place and Time, Oratio Obliqua, Cum*). The two bad items in the latter were due to special causes. Exercise No. 5 contained a very subtle dependent

* From other schools. The small figures, as 1905³, denote the term of the year, viz., 1 = January, 2 = April, and 3 = September.

question where no one looked for it, which all but one did wrong; without this exercise the proportion would be 14·8 per cent. The other item, Conditions, contained constructions which had not been practised within the term. This is not said to forestall criticism, but to point out that, the causes being known, means will be taken to remove them. The great value of this kind of analysis is that the master is enabled to see exactly what wants doing.

A glance at the tables disposes at once of the objection so often brought against free composition, that the boys are certain to shirk the difficulties that you want them to meet. On the contrary, do but tell them what you want, and they will give rather too many instances of it than too few. The range of construction is actually wider in the reproductions than it is in the seven translations.

But translations are a severer test than reproductions of the mental qualities that we wish to train. Here the standard of accuracy is not quite so high, but there is not much difference (72 per cent. right, as compared with 76·6 per cent.). It would be instructive to compare these figures with those of a form taught on the current public-school system. The writer used this same book with a Fifth Form in another school, and so far as his memory serves, the figures were reversed, viz., right : wrong :: about 35 : about 65.

It should also be said that every boy's exercise has been included in the tables. Of the 22 boys in question, 16 learnt all their Latin, or most of it, in this school; the other six came from other schools at the age of 13 to 15. All six, without exception, were in a most lamentable state when they came. Having learnt Latin for four or five years, they were unable to take their places with boys who had been learning for two or three years, and they were hopelessly outclassed even in syntax and accidence: they had no literary conscience, took no pride in being right, wrote nonsense with contentment, and expected generally to be wrong. This is the ordinary condition of all but the cleverest of the boys, who come to us at 14 or 15, even of those coming from preparatory schools which have a name for winning open scholarships. One of these six boys picked up in six months, and is now one of the best of the set; but he was young. The others are responsible for a large proportion of the mistakes actually made. Now it is obviously unfair to the method that these boys should be included in our estimate, but that has been done to make the test so severe that no one will be able to discount it.

The other mistakes in syntax include false concords, prepositions or verbs with the wrong case, the present participle used to express "after" or "because" and relations other than the right one, and everything else to the point. Sometimes one mistake will for some reason appear in nearly every paper; such in one set was *mare* for the ablative case. The mistakes

in accident include false genders and mistakes in the use of *se*, *suus*, as we have already explained.

Omissions are noted when a gap is left in place of a word, or where a word is forgotten (*e.g.*, sometimes the main verb is forgotten when a clause has been interpolated). The whole number of omissions in the term was 35. Of these, about half-a-dozen were gaps left in the text; but this kind of mistake is hardly ever made, since oral work brings home to the dullest the fact that an incomplete sentence is nonsense.

Every boy is expected to write and speak sense, and to make the best of whatever knowledge he may have.

Down-right nonsense has been noted twice, exclusive of cases in the papers of the boys from other schools, where it often occurs.

A few mistakes show confusion with French: they are *matine* = *mane*; *se dabat* = *dabatur*; *desesparent* = *desperarent*; *gouvernator* = *gubernator*.

Very rarely is there dog-Latin, *i.e.*, English idioms put into Latin word for word. The instances noted are:—*propter eius* = on account of him; *si* = whether; *continuavit* = continued; *cum tale fragore prope me* = with such a noise near me; *placeo* = place; *fatalis* = fatal; *cultivare* = cultivate; *fune ligante* = by fastening a rope; *ad deos auxilio precati* = prayed to the gods for help; *navis descendit* = went down; *aedificia lapidum structa* = built of stone.

Idioms used naturally without being asked for are:—*poenas do*; *certior factus*; *ne . . quidem*; *facultas appropinquandi*; *id temporis*; *in eo erat ut*; *id agere ut*; *proinde*; *immo*; *itum est*, *dono dare*; *nec mora*; *haud dubium quin*; *non flocci facio*; *difficilior quam ut*; *de industria*; *verba dare*; *haud scio an*; *non . . nec . . nec*.

Four exercises, not included in the tables above, were *impromptus*; each was a set of sentences practising points of syntax, one reproduced after *vivâ voce* practice, the rest translated from English sentences.

(1) A boy forgot something, and the following conversation ensued:—

Ego: *Quare oblitus es?*

Puer: *Ex memoria mea excidit.*

Ego: *Non dubium est* —

Alter puer: *Non dubium est quin ex memoria eius exciderit.*

Ego: *Procul dubio* —

Tertius: *Procul dubio ex memoria eius excidit.*

Ego: *Non negat* —

Quartus: *Non negat ex memoria sua excidisse.*

Ego: *Adfirmat* —

Quintus: *Adfirmat ex memoria sua excidisse.*

Ego: *Adfirmo* —

Sextus: *Adfirmas ex memoria eius excidisse.*

Ego: *Si iterum ex memoria eius excidet, poenas dabit.*

Ille si poenas dabit ego summam poenas

This was set to be written out (10 min.), with the following results :—

18 papers—144 sentences due ; 117 done ; 79 sentences right ; 46 words wrong.

4 boys had no mistakes.

3 " one "

2 " two "

2 " three "

4 " four "

2 " five "

1 " seven "

(2) Arising out of the "House that Jack built," the following sentences were set for translation (30 min.) :—

1. I do not know why the mouse ate the corn.

2. If the dog had not jumped in through the window, the cat would not have jumped out.

3. Iacchus asked whether the house was built.

4. Do not put your stock of corn in that house for fear a mouse should eat it.

5. If the cock had not crowed, the priest would now be asleep.

6. Please milk that cow, milkmaid.

7. No, I am afraid the man in rags may come.

8. If the man should come, he would marry you.

9. Yes, so he would, if I would marry him.

162 sentences due ; 139 done ; 76 right in grammar.

Proportion of right to wrong : Dependent question 35 : 1,
Purpose 26 : 0 ; Conditions 72 : 28 ; Tense sequence 36 : 12 ;
Total 169 : 41.

(3) A similar set of sentences on all kinds of conditions produced this result on the Conditions only :—

16 boys : Proportion of right to wrong, 180 : 16.

2 boys (newly come from other schools) : Proportion of right to wrong, 11 : 17.

Whilst this analysis has to do almost wholly with syntax and accidence, at the same time vocabulary, style, and idiom are kept in view by the master.

In vocabulary there is not much room for mistakes. The reproductions mainly reproduce the vocabulary of the original story, and yet not wholly so. Each exercise contains new words ; when these new words are used by the master, those who do not understand them have to ask in Latin for an explanation. The word is then written upon the board by the boy (no spelling is allowed, he has to write it from the sound), and the explanation is given in Latin until all are satisfied. By this means synonyms are constantly being repeated in connection with each other ; and all will not remember the same words on future occasions. New words may be written in notebooks, but nothing except the new is allowed to be written down ; the reproduction must be done from memory. Sometimes a word suggests a short discussion and definition of

synonyms or of compounds derived from one stem; when this arises naturally from the lesson, or is suggested by questions, it is likely to be remembered. In discussing the merits and faults of the exercises done there are other opportunities for this work. With translation, again, the vocabulary is kept within narrow limits by the English. There are consequently few mistakes in vocabulary.

Style is kept always in view. At this stage, of course, elegancies of diction are not to be expected; nor are the more elaborate kinds of period. But simplicity and directness are natural, and are nearly always found; the effect of the order of words is driven home by question and answer from the very first Latin lesson to the last; and the principle of the period is taught by frequent practice in combining two or more simple sentences into one complex sentence. Here the calibre of the different boys' minds shows itself very clearly. Some will always reproduce in a succession of simple sentences; others in varying degree will use the period. We are able to make each boy his own standard, by according praise according to the clearness and correctness of his work, whilst giving a higher comparative value to the more literary; but the element of rivalry is largely excluded, and every boy may feel the satisfaction of work well done without the disappointment of defeat. Opportunity is taken to criticise the work of each boy separately, and to show how it might be improved, though this cannot be done for each boy every time. Each boy, being thus put on his guard, may strengthen his weak points, and most do so.

While the effect of order is made clear in every lesson, the special lesson of style for Form V. is the complex sentence. Stories are generally told in simple sentences, which are then combined, thus:—

Magister: *Sextus labor confectus est. Deinde iussus est Hercules leonem Cretensem invenire. Coniunge haec.*

Puer: *Hercules, postquam sextum laborem confecit, iussus est, etc.**

Magister: *Aliter.*

Puer: *Cum Hercules sextum laborem confecisset, etc.*

Magister: *Aliter.*

Puer: *Ubi . . . or Simul atque . . .*

Magister: *Explica adjectivum Cretensem.*

Puer: *Qui in Creta habitabat.*

Magister: *Hercules igitur iussus est hunc leonem invenire et domum referre. Coniunge tu.*

Puer: *Hercules leonem inventum domum referre.*

* The sentences are always finished, but the common part is omitted here.

In each case only two sentences are combined at one time, though the new complex may further be combined with another. Appendix, Form V., I.(a), will show what a boy may make of this exercise.

(ii) A NOTE ON TWO TERMS' WORK IN TRANSLATION
DONE BY THE UPPER SET.

The same method was employed with both Cæsar and Ovid. A piece was read through by the master, with rough comments on the major difficulties. It was then re-read by members of the class, and elucidated throughout by paraphrase. The master then read it again rapidly, and the piece was translated. No home preparation was done at all except the learning of passages by heart. A large proportion of the Ovid was thus learned.

On the whole, the result of this method seems to be that, if a boy is awake, it enables him to translate readily, as, even if he does not know the meaning of a particular word, he will be able to deduce it.

The whole crux lies in the boy's power of concentration. The system indicated demands a very high standard of attention.

A boy's individuality is strongly brought out. No boy has any set style forced upon him, and he is encouraged to make his rendering his own.

The method affords an almost perfect check, from the master's point of view, upon a boy's diligence. If the boy has not attended in class he has no chance of covering his laziness with a dictionary.

Finally, the amount of rubbish written is very small. A boy may not be actually right, but his rendering generally makes sense.

(E) FORM VI.—THE READING OF AUTHORS, THE TEACHING OF COMPOSITION, AND THE STANDARD OF SCHOLARSHIP ATTAINED.

In the Sixth Form, the authors are read aloud in large masses, with explanations and occasional translation. What proportion of translation there should be, and when and how it is best practised, we are not yet able to say. It differs from term to term. With a form of well-trained boys, very little is needed, in beginning a new author more is needed; some authors need a great deal with even the best boys. When the chief authors are read right through, all important syntactical difficulties are sure to come up, and each of these is very fully dealt with at least once. In the last year the knowledge thus gained can be systematised and reinforced by the use of standard grammars. Only plain texts are used; for revision good notes are allowed, and sometimes translations.

Composition is thus taught. Each boy has to write a summary of the author read in the same language. The Lower VI. every other day bring a Latin summary of the last

lesson; the Upper VI. once a week bring a summary of the past week's Latin work. Besides this, one piece of English is set for translation into Latin each week. In a term of 12 weeks a boy will do 12 Latin pieces, prose and verse alternately. The boys also occasionally do original pieces, prose and verse, in imitation of the authors read. After reading three or four books of Virgil a boy can generally do a good piece of imitative verse without any further instruction or preparation than this reading; but we find it useful to reinforce this by working through a little of "Penrose" or some such book for Latin elegiacs. How far elementary drill in verse is needed still remains to be found out by experiment.

On first entering the Sixth Form, boys are not ready to do translation from English authors; but they are introduced to this gradually as soon as they have the necessary material in their memory.

There are no outside tests which we can apply to this work, except the open scholarships; but, as we find that boys compete for these under no disadvantage although they have spent hardly one-third of the time on Classics which their competitors have spent, we are satisfied that they lose nothing; whilst they gain in knowledge of other subjects usually neglected, and most of all in their attitude to their work. In the last four years, six open scholarships have been gained in Classics, including two of the highest offered, and one of these latter was taken by a boy at the age of 17. The total number of boys in the school averages 175, and many leave at the age of 16 or 17. The boys are not picked boys, and they have to compete against boys who are picked at 13 by the public school scholarships.

APPENDIX.

SPECIMENS OF THE ACTUAL WORK DONE IN EACH FORM DURING THE YEAR.

The following specimens have been selected by the Board from a very much larger number supplied by the school.

Very few specimens have been printed to illustrate the work of Forms II., III., and IV. In the case of Forms V. and VI. a larger number of specimen exercises have been printed, so as to show the proficiency attained and to enable the reader to judge of the results of the system.

Form II.

- (a) Illa habet filium.
Filius est illi.
- (b) Romani habent bonos leges.
Leges sunt boni Romanis.
- (c) Hic dux habebit decem milites.
Decem milites erunt huic duci.
- (d) Puella quae in via stat soror mea est.
Puellae quae in via stant sorores meae sunt.

Form III.

- (a)—1. Now turn your minds from Scipio and his age, to the Romans of the next generation.
- 2. In these hundred years they had beaten Carthage.
- 3. They had received many conquered provinces into their dominion.
- 4. But the weakened community was falling into destruction by reason of its faults.
- 5. With Marcus Tullius Cicero, and Lucius Antonius as consuls, Lucius Sergius Catilina made a conspiracy against the commonwealth; in fact he determined to kill Cicero and other chief men of the state.
- 6. But after making a speech in the house of the Fathers, Cicero sent Catilina out of the Senate house of Rome.
- 7. As Cæsar was unwilling, one consul killed the allies of Catilina at Rome; the other consul defeated Catilina himself in a pitched battle in Etruria.
- (b)—1. Rogas quot annos natus sit.
- 2. Rogavisti quot annos natus esset.
- 3. Dicis te librum tenere.
- 4. Dixisti te librum tenuisse.
- (c) Incertum erat num Caesar veniret.
Incertum erat quis librum haberet.
Incertum erat quis librum meum vidisset.
Incertum erat ubi stares.
Incertum erat quando rediisses.

Form IV.

(a) REPRODUCTION OF READER FROM MEMORY.

Ubi ad castra ventum est, nuntiatum est Coriolano adesse ingens mulierum agmen. Primo ut qui nec publica majestate legatorum nec

sacerdotum religione multo obstinatioꝛ aduersus lacrimas mulierum erat. Dein miles quidam Veturiam cognoverat inter ceteras insignem inter nurum nepotesque stantem. “Nisi me inquit decipiunt oculi mater tibi uxorque et liberi adsunt.”

(b) STORY WRITTEN AFTER BEING TOLD IN LATIN.

De Simiis Stultis.

Olim erat cuidam homini hortus quo plantae variae crescebant. Iter illo faciendum erat. Timuit ne se absente plantae morentur. Tum Simiae promittunt se omnia curaturos esse. Ille profectus est. Regressus omnes plantas mortuas et avolsas vidit. Iratus simias convocatas rogavit quod fecissent. Illi responderunt se, quia nescirent plantae viverent utrum necne, eas abripuisse.

(c) ORATIO OBLIQUA.

(Dixit.) Caeso Fabius consul pro gente patribus conscriptis dixit:—
 “assiduo magis quam magno praesidio, ut scirent, bellum Veiens egere.
 “ Illi alia bella curarent; Fabios hostes Veientibus darent. Se auctores
 “ esse tutam ibi maiestatem Romani nominis fore. Id velut familiare
 “ bellum privato sumptu gerere in animo esse; res publica et milite illic et
 “ pecunia vacaret.”

(d) TRANSLATION.

One was not far away; against whom he returned with a great rush. And when the Alban army cried to the Curiatii to help their brother, Horatius having killed his enemy, was already seeking a second combat. Then the Romans helped their soldier with a shout; and he hastened to finish the battle. Before the other who was not far off could follow him, he had killed the other Curiatius. Thus the struggle being made equal, one survived on each side, but not equal in either hope or strength. *The one, untouched by steel, and fierce in his double victory, was entering his third contest; the other, dragging a body tired with running and worn out with wounds, and overcome by the slaughter of his brothers before his eyes, was exposed to the victorious enemy. Nor was it a fight.*

The exulting Roman plunged his sword into the other's neck; and spoilt him as he lay. His rejoicing friends received him congratulating, with the more joy the nearer the affair had been to disaster. Then they turned to the burying, but with by no means equal minds, the one having increased in empire, the other being subjected to the sway of an

RETRANSLATION.

Unus haud procul aberat; in quem magno impetu rediit. Et dum Albanus exercitus inclamat Curiatios uti opem ferant fratri, iam Horatius caeso hoste, petebat pugnam secundam. Tunc Romani adiuvant suum militem clamore; et ille defungi praelium festinat.

Prusquam alter qui non procul aberat, posset consequi, alter Curiatium confecit. Itaque aequato Marte, singuli superant, nec aetate nec viribus pares. Alter, intactus ferro, *geminata victoria ferox, tertium certamen inibat; alter fessum vulnere fessum cursu trahens corpus, victusque fratrum ante se strage victori hosti obicitur.* Nec illud praelium est.

Romanus exultans in iugulo gladium suum defigit; iacentem spoliat. Amici ovantes ac gratulantes accipiunt, eo maiore cum gaudio, quo prope metu res fuerat. Ad sepulturam suorum inde vertuntur, nequoque paribus animis, alter imperio aucti alter dicione alienae subiecti.

Form V.**I. TEN SPECIMENS OF REPRODUCTION DONE BY DIFFERENT BOYS IN THE FORM.**

A.

March 23rd.

- (a) Ante diem decimum kalendas Apriles.
Natus sum annos quattuordecim.

Post laborem sextum dixit Herculi Eurystheus taurum illi Cretensem necandum. Idoneum igitur nactus ventum navem conscendit Hercules. Dum autem Cretam appropinquat navis subito tanta est orta tempestas ut illa cursum tenere non posset. Nautae summo afflicti dolore totam spem salutis deposuerunt. Tamen Hercules quamvis navigandi imperitus esset minime territus est. Quo ita placido viso mox reducti sunt nautae in tranquillitatem ac brevi post tempore incolumen navigaverunt ad insulam navem. Protinus Hercules ubi in terram descenderat agros quod vastabat taurus petiit. Quo cum pervenisset quamquam summi erat res periculi manibus tauri conspecti apprehendit cornua atque hoc modo ad navem reducit. Quo facto cum praeda in Graeciam rediit.

J.

March 10th.

- (b) Ante diem sextum Idus Martias.
Natus sum annos quindecim.

Hercules insanus factus suos liberos sua manu ipse interfecit. Quo facto, in sanitatem ductus, maximo dolore afflictus erat, voluitque scelus suum expiare. Itaque Delphos iter facere constituit, ut rogaret quomodo scelus expiare posset. Quo postquam itum est, Herculem rogantem Pythia qui consuebat sortes sacras dare, iussit Tiryntha ire, sese in servitum regis dare, atque peragere quidquid rex iussisset. Hercules Tiryntha iit atque per duodecim annos duodecim confecit labores; quo facto scelus suum expiatum est.

(Done in school 10 m.)

D.

March 10th.

- (c) A.D. Sextum Id Mart.
Natus sum annos quattuordecim.

Hercules cum ex Aegypto venisset insanus factus est et sua sponte liberos sua manu interfecit, et in sanitatem ductus vidit se magnum scelus fecisse et expiare voluit. Delphos igitur ire constituit ubi oraculum celeberrimum erat Apollinis. In templis sedebat femina Pythia in tripode. Postquam Hercules rogavisset tacuit, se posthoc Apollo ei aliquid dixit et illa iussit Herculem Tiryntha ire et facere quidquid rex Eurystheus imperaret. Itaque iit Hercules Tiryntha et se in servitum Eurystheo dedit. Cum servus factus esset per duo decim annos duodecim labores fecit et post duodecimum annum scelus expiavit.

De laboribus mox narrabimus.

(Done in school 10 m.)

G.

March 10th.

- (d) Ante diem sextum Ides Martias.

Postquam Hercules ex Aegypto rediit insanus factus ipse manu sua liberos suos interfecit. Cum in sanitatem reductus esset, maximo dolore affectus, scelus expatiare volebat. Itaque ad Delphos iit namque ibi erat oraculum omnium celeberrimum. Ubi Pythia in tripode sedens finem audivit primum tacebat. Deinde iussit Herculem Tiryntha ire atque quidquid imperaret rex Eurystheus facere. Hercules igitur sese Eurystheo in servitum dedit et per duo decim annum labores conficit ut scelus expatiaret.

O.

- (e) Natus sum annos sedecim.
Ante diem sextum Idus Martias.

De Hercule et scelere suo.

Hercules post insanus factus est quam ab Aegypto venit. Ita insanus erat ut pueros suos ipse occideret. Cum in sanitatem reductus est maxime dolore afflictus est et voluit scelere expiari. Iit, igitur, Delphos ubi oraculum celeberrimum erat. Ibi Pythea in tripode sedebat et oraculum dabat.

L.

- (f) Ante diem sextem Idus Marsias.
Natus sum annos quattuordecim.

De Hercule.

Ubi Hercules ex Aegypto effugit insanus erat et cum domum pervenisset insanus, liberos interfecit. Tandem in sanitatem reductus, magno dolore afflictus est ubi vidit quid fecisset, et voluit scelus expiari. Itaque constituit Delphos ire, ubi oraculum celebre erat. Cum ad templum advenisset, intravit et vidit sacerdotem in tripode sedentem, cui omne scelus narravit. Sacerdos, post aliquantulum, respondit "I ad Eurystheum, regem Tirytis" et quidquid tibi dicat fac." Hercules iit, et in servitute Eurystheo dedit. Post aliquantulum duodecim labores fecit et post duodecim annos, scelus expiavit.

K.

- (g) Ante diem II Idus Iuannarias.
Quindecim annos natus sum.

De Crocodilo.

Olim homo et femina apud flumen in casa habitabant. Erant multi crocodili in flumine et homo monebat feminam ut caveret ne crocodili eam devorarent. Femina exiit aquam quaesitum et vidit lignum magnum. Tum ad flumen cucurrit et aquam hausit. Sed lignum appropinquebat et femina perterrita fugit. Crocodilus eam persecutus est sed non eam devoravit.

C.

Wednesday, January 13th.

- (h) Idibus Januariis.
Sedecim annos natus sum.

De Crocodilo et Muliere.

Vir et mulier olim apud flumen ubi plurimi erant crocodili habitabant. Ubi igitur mulier urnam ad flumen portabat, aquam quaesitum; monet eam vir ut crocodilos caveat ne reptili isti eam devorent. Cum ad flumen venisset et urnam in aquam demisisset, lignum maximum vidit quod sensim appropinquebat. Metu oppressa deicit urnam et fugit. Lignum cauda erecta, insequitur; et eam devoravisset, si constitisset.

H.

March 16th, 1909.

- (i) Ante diem septimum decimum Kalendas Aprillas.
Annos xii natus sum.

Ubi Hercules hos duos labores ita confecit, Eurystheus perterritus eum iussit cervum Ceryneum occidere, nam virum tantae audaciae, qui se ex urbe expellere posset, procul abesse voluit. Hic cervus aurea habuisse cornua et incredibili fuisse celeritate dicitur. Itaque ille ab Hercule inventus quam celerrime aufugit, vestigiis persecutus usque ad vesperem. Per totum annum, ut autumant, diesque noctesque Hercules sine victu et sine somno eum persecutus. Denique cervum tanto cursu exanimatum

cepit et ad Eurysthea misit. Eurystheus autem ei imperavit statim ut aprum arcadium interficeret. Hercules profectus mox eum invenit. Sed ille simul atque virum hunc fortissimum vidit, maxime perterritus se in fossam altissimam iniecit. Aliquamdiu quid faceret nesciit, sed tum laqueo immiso in fossam, aprum hoc modo cepit.

Q.

February 9th, 1909.

(j) Natus sum quindecim annos.

Olim, dum quidam lignator decidit arbores iuxta flumen, securis eius in aquam decidit. Statim incepit gemere, et eum audivit Mercurius. Lignatori dixit: "Quid rei est?" "Decidit securis mea in aquam" dixit lignator. Tum Mercurius ex flumine securim auream extraxit, et rogavit eum si securis ei esset. Lignator negavit securim sibi esse. Deinde, deus extraxit securim argenteam ex aqua, et iterum eum quaestiunculam rogavit. Iterum negavit securim sibi esse. Tunc deus extraxit securim propriam ex aqua. Statim lignator dixit illam securim sibi esse. Non solum securim propriam reddidit Mercurius lignatori, sed etiam securim auream et argenteam. Alius lignator, qui vidit Mercurium, ex composito securim in aquam eiecit.

II.—FIVE SPECIMENS OF TRANSLATION FROM ENGLISH INTO LATIN. (CHAMPNEYS AND RUNDALL.)

G.

February 2nd, 1909.

(a) Ante diem quartum Nonas Februarias.

Legatio Gordonis (No. 36).

Cum consules nescirent quo modo provinciam Soudaniam pacarent mittere praefectum praeclarum rebus iam gestis constituerunt ut ducem barbarum expelleret et praesidia quae obsidebantur in oppidis nonnullis servaret. Rogavit Gordonem virum summae peritiae fortitudinisque ut quidquid possent faceret in provincia quam iam paucis ante annis magno sapientia rexerat. Promisit se rem conaturum, iterque facto quam celerrime iam scapha, iam camelo vectus, ad Chartomum pervenit quod multa milia passuum a mare aberat. Dum hanc urbem contra copias barbarorum retinet, epistolas saepius scripsit ut republica auxilium daret; sed diu subsidia remittere recusabant. Denique autem opinati eum in periculo esse diligenter exercituum comparaverunt imperiumque duci optimo quem habebant tradiderunt.

J.

February 2nd, 1909.

(b) Ante diem quartum Idus Februarias.

Natus sum annos quindecim.

Consules, cum nescirent quomodo provinciam Soudaniam pacarent, constituerunt praefectum mittere praeclarum rebus iam gestis, qui expelleret principem barbarum, et servaret praesidia quae obsidebantur multis oppidis. Oraverunt Gordonem hominem summae peritiae et virtutis, ut quidquid posset faceret in ea terra quam iam paucis ante annis summa prudentia rexerat. Promisit se rem conaturum, et iter faciendo quam celerrime iam nave iam camelo vectus, Chartomum capitalum pervenit, quod a mare multa milia passuum abest. Quod obtinens multos menses, saepius litteras consulibus misit quae auxilium peterent; sed diu noluerunt milites auxilio mittere. Tandem, cum eum in periculo crederent, magno studio exercitum comparaverunt, atque tradiderunt imperium suo optimo duce.

I.

February 2nd, 1909.

- (c) Ante diem quartem Nonas Februarias.
Natus sum annos quindecim.

Cum nescirent quomodo Soudaniae provinciam pacarent, consules ducem quemdam, praeclarum rebus iam gestis, mittere statuerunt, ut principe barbarorum expulso, praesidia, quae in nonnullis oppidis obsidebantur, conservarent. Rogaverunt igitur Gordonem, virum summi ingenii atque fortitudinis, ut faceret quid posset in eo regione, quem iam paucis ante annos maxima sapientia regnavit. Cum promisisset se rem conaturum, quam celerrime progressus iam scapha, iam camelo vectus, maximum oppidum, Chartomum quod multa milia passuum ab mare aberat, pervenit. Quo multus menses contra vagis barbarorum gentibus defenso, quamquam saepius consulibus litteras, ad auxilium petendum misit, diu se novas copias praemisuros negaverunt. Tandem ratus Gordonem in periculo esse exercitu summa cura comparato, imperium peritissimo duce tradiderunt.

A.

February 2nd, 1909.

- (d) Ante diem quartum Nonas Februarias.
Natus sum annos quattuordecim.

Cum nescirent quomodo provinciam Soudaniam pacaret consules constituerunt misendum esse praefectum qui rebus iam gestis notus erat ut principem barbarorum expelleret praesidiaque quae in nonnullis oppidis oppugnabantur servaret. Petebant igitur a Gordone viro summae peritiae fortitudinisque ut in ea terra quidquid posset faceret, quam paucis iam ante annis maxima sapientia regerat. Promisit se rem conaturum; atque quam celerrime progressus, iam scapha, iam camelo vectus, ad urbem principalem pervenit Chartomum, quae multa milia pasuum a mare distabat. Hoc oppidum multos menses contra copias magnas barbarorum obtenuit intereaque saepius litteras consulibus mittebat ut auxilium sibi darent illi autem diu auxilia immittere noluerunt.

H.

February 2nd, 1909.

- (e) Ante diem quartum Nonas Februarias.
Legatio Gordonis.

Cum consules nescirent quomodo civitatem Soudaniam pacarent, mittere praefectum decreverunt, clarum rebus iam gestis, ut ducem barbarum expelleret praesidionesque servaret, qui in oppidis nonnullis obsidebantur. Gordonem rogaverunt, virum summae peritiae et fortitudinis, ut quidquid posset faceret in ea terra, quam aliquot antea annos maxima sapientia rexerat. Se rem conaturum esse promisit; itaque quam celerrime iterine facto iam nave, iam camelo vectus, Chartomum pervenit, quid a mare multa milia passuum aberat. Dum multas menses contra multitudines barbarorum retenet, saepius epistolas consulibus mittit, ut eum iuvent; sed illi diu subsidia mittere recusaverunt. Denique tamen cum eum in periculo esse putarent, exercitu diligenter comparato, imperium optimo duci, quem habebant, tradiderunt.

III.—FOUR SPECIMENS OF TRANSLATION FROM LATIN INTO ENGLISH.

- (a) CAESAR DE BELLO CIVILI. Book I., Chapter 50.

These floods remained several days. Caesar tried to repair the bridges, but neither did the volume of water or the enemy's cohorts posted on the bank allow him to complete them; and it was easy for them to hinder the

work from the nature of the river itself and the mass of water, as well as from the fact that their weapons were thrown from the whole of the banks into one narrow spot; and it was difficult when the river was so torrential to complete the works and avoid the weapons at the same time.

(b) CÆSAR DE BELLO CIVILI. Book I., Chapter 30.

Therefore, for the time being he put away his thoughts of following Pompey, and determined to set out for Spain. He ordered all the magistrates of the country towns to procure ships and take care to bring them to Brundisium. He sent Valerius as a deputy into Sardinia with one legion, and Curio a proprætor into Sicily with two legions; he ordered him (Curia) when he had regained Sardinia, to lead the army at once into Africa. M. Cotta was holding Sardinia, M. Cata Sicily; Tubero ought to have been holding Africa, by lot.

(c) OVID METAMORPHOSES. SEDLMAYER'S SELECTIONS, DEUCALION AND PYRRA.

The earth was restored. When Deucalion saw it empty and maintaining so deep a silence, with rising tears, he speaks to Pyrrha thus: "Oh, sister! " oh, wife! the sole remaining woman, whom first common descent by our " uncle (from cousinly birth) and then marriage joined to me, now our very " perils bind us together. We two are the inhabitants of all that earth " which is seen by the rising and setting sun; the sea has carried off all " other animals. Moreover, up till now the assurance of our lives has not " been too well warranted; even now the clouds trouble my mind. If you " and not I had been robbed by the Fates, what mind, oh miserable one, " would now be remaining for you? How would you be able to bear your " grief alone?—who would comfort you in your sorrow? For believe me, " if the sea had you also, my wife, I should follow you and the sea would " have me too. Would that I could remake man with the art of my father " and pour life into the shapened earth. Now the mortal race remains in " us two, we remain the examples of men—such was the will of the gods."

(d) OVID METAMORPHOSES. SEDLMAYER'S SELECTIONS, DEUCALION AND PYRRA.

The earth had been given back. And when he saw the empty earth, with deep silence reigning over the wasted lands, Deucalion spoke to Pyrrha with rising tears. "O sister, O wife, O woman alone remaining, whom " once common race and cousin-ship, and now marriage joins to me, and " these very dangers join to me, we two are the population of the world, " which is seen by the rising and setting sun; the ocean holds the rest of " the earth. Even up to now this is not a safe enough guarantee of our " lives. Even now clouds depress our spirits. What would you feel, if we " were torn asunder by the fates? How would you alone be able to bear " the fear? If you mourned, who would console you? For I, believe me " O wife, if the sea had you also, I would follow you, and the sea would have " me also. Would that I could replace the nations with the arts of my " fathers, and infuse life into of earth. Now on us two abides the mortal " race, thus it seems best to the gods, and we remain models of men."

Form VI.

I.—FIVE SPECIMENS OF THE SUMMARY OF TACITUS, ANNALS, I., 59–64, DONE FROM MEMORY AT HOME AFTER READING THE TEXT IN SCHOOL.

(a)

Dum Segestes Romanos colit, Arminius vehementi oratione omnes Cheruscos hortatur ne servitutem libertati anteferrent. Germanicus igitur, ne talibus dictis conciti, omnes una se aggrederentur, Caecinam cum exer-

citu mittit ut hostes dividat. Quo facto agrum inimicum vastat donec ad Teutoburgiensem saltum pervenit. Ibi reliquiis Vari atque exercitus eius repertis, suprema solvit, militibus maestitia summa affectis; multorum enim consanguinei ea in pugna interfecti erant.

Deinde ipse classe sua se recipit; Caecina, per locos uliginosos exercitum reducit. Arminius autem aqua deducta pontes fregit; itaque de integro faciendae erant; aliter enim non progredi potuit Caecina.

(b)

Arminius per Cheruscos volitavit, arma in Romanos poscens quia uxorem suam et parvum filium ceperant. Multa de suppliciis tributisque Romanorum dixit et conciti per haec coeptaverunt Cherusci seditionem. Caesar tamen, exercitum misit cum classe et celeriter agros ferro flammisque pervastavit. Tum profectus est ad Teutoburgiensem saltum, ubi insepultas reliquias Vari esse credebatur. Hic (horribile dictu) albentia ossa militum, artusque equorum adiacebant. Arae barbarorum haud procul stabant, et patibula scrobesque captivis. Cum autem humo texissent Romani reliquias, Germanos rursus oppugnaverunt, sed non potuerunt bene pugnare contra Cheruscos, qui sueti paludibus, legiones Romanos, quorum corpora erant gravia armis multa cum caede interfecerunt.

(c)

Irati per Segestis deditionem Cherusci proximaque gentes, bellum contra Germanicum parant, ducibus Arminio patruoque eius Inguiomero. Caesar igitur, hostem tantum metuens, omnibus copiis collectis ad fines Frisiorum profectus, Bructeros multa caede fugat. In hoc autem proelio reperiuntur aquilae quas Varus postquam a Germanis victus erat, amisit. His visis arma, ossa, reliquias, humi condere constituit Caesar, atque milites, cum eis haec placuissent, reliquiis in uno loco positis, solvere suprema incipiunt.

Sexto anno post legionum cladis hae feralia soluta sunt. At Tiberio non placuit id quod fecerat Germanicus, seu quia numquam filium laudare amabat, seu quia exercitum, tot caesis visis, non pugnare belle credebat. Sed etiam fieri potest ut putaverit eum non adtrectare debere feralia, quia esset augur.

(d)

Arminius ubi audivit Segestem a Romanis bene acceptum esse, statim quam maxime iratus Cheruscos precatus est ut contra Germanicum pugnarent, eum enim adulescentem tantum esse non, ut Augustum et Tiberium, expeditum. Sed Germanicus cum omnibus copiis progressus ad saltum Teutoburgiensem venit. In eo loco sex ante annis Varo cum tribus legionibus periisset, et ibi insepulti omnia jacebant ossa. Sed nunc demum omnes reliquiae tumulatae sunt a Romanis, improbante Tiberio quia non deberet Germanicus, qui augur erat, feralia adtrectare. Sed Germanicus ubi perfecerat exsequias Arminium secutus et totum diem pugnatum est.

(e)

Cum Arminius de uxore rapta proditioneque Segestis audivisset, ut gentes ad rebellionem incitaret, profectus, tandem, omnibus accitis, haec dixit: nimirum Caesarem validissimum esse, qui cum tot militibus unam mulierem rapuisset. Eos igitur, ut contra Romanos pugnarent, cohortatus exercitum hostium suorum secutus est. Germanicus tamen copias, ne hostes una mole in eum impetus facerent, dividit. Ubi ad locum, in quo ossa Vari militumque iacebant, pervenit, summa celeritate sepelivit, quam hostes adeo procul fuerunt, ut etiam tum pugnam incipere possent. Quo facto, in paludes progressus, alios pontes reficere, alios castra his in locis ponere iussit.

II.—A COMPLETE SET OF ONE TERM'S SUMMARIES OF TACITUS,
ANNALS I., DONE BY A BOY OF AVERAGE ABILITY.
[Age, 16·6.]

1. Primum describit Tacitus quo modo antiqua res publica Romana esset. Tum consilium est ei pauca extrema de imperatore Augusto tradere. Cum Augustus Antonium vicisset solus dux reliquus est Julianis partibus. Paulatim insurrexit et munia senatus et legum in se traxit, nullo adversante, cum omnes fortissimi senatores magistratusque in proelia aut proscriptione interfecti essent. Augustus, subsidia imperio, Maxellum, sororis filium invenem et M. Agrippam, socium, geminatis consulatibus extulit. Interfecto Marcello, in connubio filiam Augusti duxit Agrippa. Tiberio Neroni et Claudio Druso nomen dedit Augustus imperatoris, et induxit in familiam Caesarum duos genitos Agrippae, Gaium et Lucium. Hi tamen cito interfecti sunt, et Druso iamdudum mortuo, Nero solus erat. Eo tempore nullum erat bellum nisi contra Germanos ob amissum exercitum cum Quintilio Vario. Omnes tuti erant dum manet pax, sed iam Augustus senex erat et multi bellum timebat. Pars quidem multa de principibus dixit. Tiberium peritum esse bello sed crudelem.

2. Postumus Agrippa a centurione quodam interfectus est. Nihil de hac re apud senatum disseruit Tiberius. Perhibent multi Tiberium ac Liviam caedam festinavisse iuvenis, sed centurio Augustum ei imperavisse ut illum interficeret adfirmavit. Omnia per consules incipiebat Tiberius, et Augusto extincto ut imperator signum dabat praetoriis cohortibus. Primo die senatus, consultatum est de supremis Augusti. Testamentum eius Tiberium et Liviam heredes habuit. Multa quoque legata cohortibus praetoriis, plebi, et legionariis civium Romanorum dedit.

3. De Augusto multa dicta sunt. Pleri eum cupidine imperii exercitum paravisse, consulisque legiones corrupisse, affirmaverunt Tiberium elegisse successorem neque caritate neque cura rei publicae sed comparatione mala gloriam sibi quaesivisse. Ceterum, sepultura facta templum ei decernitur.

Dixit Tiberius mentem divi Augusti tantae molis solam capacem; se non posse omnem imperium regere. Cum autem senatus, multis precibus, supplicavisset ut omnem rem publicam acciperet, promisit se omnem recturum.

4. Augusto extincto, Pannonicae legiones descierunt, quia ex bello civili multa spolia obtinere sperabant. Iunius Blaesus dux erat et cum mortuum Augusti audivisset intermisit solita munia. Deinde otium multum cupiebant milites et discordabant. Miles erat in castris nomine Percennius, dux olim theatralium operarum fuit, qui excitare animos militum sciebat. Multam de militia sermonem locutus est. Quo audito vulgus adstrepebat et statim extruerunt tribunal quo magis esse sedes videretur. Blaesus, qui nesciebat omnia haec, quam celerrime advenit et multis precibus imperavit eis ut legatos mitterent qui regem peterent ad postulationes rogandos.

5. Post haec ferocior erat seditio, quae iam multos habebat duces. Vibulenus quidem, gregarius miles, adlevatus ante tribunal umeris militum "Da mihi, Blaese," inquit, "fratrem meum, quem heri missum ad te a Germanico exercitu, gladiatores, quos in exitium nostrum armat imperator, interfecerunt." Multisque precibus poposcit corpus fratris ut milites, nisi nullum habere fratrem cognovissent, haud multum ab caede ducis essent. Cum autem haec omnia de seditione audivisset Tiberius, Drusum filium ac plures rei publicae primores cum duabus cohortibus et multis equitibus misit ut postulata de militia audirent reportarentque Romam ad consulenda apud senatum. Advenerunt igitur ad castra seditiosorum sed Drusus solus, cum Cn. Lentulo intraverunt. Interrogatus a militibus, se nulla certa habere mandata, affirmavit sed literas patris recitavit in quibus perscriptum erat maximam fortissimorum militum esse curam, quibuscum saepe gessisset; quam celerrime acturum apud senatum de postulationibus eorum et misisse interea Drusum ut concederet omnia quae tribui possent.

6. Luna repente, claro caelo, visa est hebescere et milites, ignari causae, signum defectionis esse suis laboribus credebant. Quo audito, Caesar, cum pluribus centurionibus aliisque obedientibus militibus, vigiles et custodios

portarum visit. Multa dixit de militia et postulatis eorum. Tum dissociaverunt legiones et paulatim amor obsequii rediit. Panderunt portas et signa, omnia in unum locum congregata, in sedes retulerunt. Postridie, Blaesus cum L. Aponio et Iusto Catonio rursum ad Tiberium profecti sunt, deinde Vibulenum ac Percennium interfici iussit Drusus. Illo tempore, isdemque causis turbatae sunt Germanicae legiones quorum dux erat Germanicus. Dixerunt omnes venisse tempus quo largiora stipendia modumque miseriarum exposcerent. Interfecti igitur centuriones, et Septimum, qui ad tribunal perfugierat, ad exitium datus est.

7. Monstraverunt Germanico cicatrices et notas verberum veterani, precatique ut missionem haberent et finem tam exercitae militiae. Ille autem statim tribunali desiluit, sed opposuerunt milites ne abiret. Postremo ab amicis in tabernaculum ductus est. Hic, epistula nomine imperatoris scripta, in qua missionem dari veteranis, legataque divi Augusti exsolvi nuntiavit. Milites autem non abierunt donec isdem in castris omnis pecunia persolveretur. Deinde redierunt superiorem exercitum cum Germanico. Seditio, eodem tempore, coeptavit in Chaucis sed non longa, quia repressa morte duorum militum. Omnes autem Germanicum arguerunt quod non auxilium contra seditiosos haberet. Ita irati sunt omnes ut uxorem filiumque parvum abire paene possent. Mox autem, seditione finita, in castris rediit cum filio uxor.

8. Precati sunt ut puniret noxios Caesar et in hostes duceret. Promisit omnia haec factururus, mutati igitur abierunt. Principes seditionis ad legatum traxerunt, circumstabant dstrictis gladiis milites, et si nocentem esse reum adclamaverant, sine cunctatione interfectus est. Quinta et unetvicensimana legiones, non exterriti poena amicorum, iras retinebant. Parabat igitur Caesar arma sociosque ut quam celerrime prohiberet quominus bellum fieret.

Romae autem non audivissent cives de his omnibus in Illyrico. Omnes Tiberium arguere quod non ipse ad legiones pergeret. Ille autem immotus erat. Dixit filios posse legiones ducere, excusatum iuvenibus quaedam ad patrem mittere. Se nescire quid faciat, si ipsum imperatorem spernerent milites. Non igitur profectus est quamquam omnia impedimenta exercitumque collegerat.

9. Arminius per cheruscos volitavit, arma in Romanos poscens quia uxorem suam et parvum filium ceperant. Multa de suppliciis tributisque Romanorum dixit et conciti per haec coeptaverunt Cherusci seditionem. Caesar tamen, exercitum misit cum classe et celeriter agros ferro flammisque pervastavit. Tum profectus est ad Teutoburgiensem saltum, ubi insepultas reliquias Vari esse credebatur. Hic (horribile dictu) albentia ossa militum, artusque equorum adiacebant. Arae barbarorum haud procul stabant, et patibula scrobesque captivis. Cum autem humo texissent Romani reliquias, Germanos rursus oppugnaverunt, sed non potuerunt bene pugnare contra Cheruscos, qui sueti paludibus, legiones Romanos, quorum corpora erant gravia armis multa cum caede interfecerunt.

10. Iulia, quae olim uxor Tiberii erat, eodem anno mortua est. Exul, quia Sempronium Gracchum amabat dum vivit Tiberius. Gracchus quoque Cercinam amotus et multis post annis milites misit imperator ut trucidarent. Perhibetur autem L. Asprenatem eos misisse; re vera, tamen, ut fama sceleris in Asprenatem verti posset Tiberius imperaverat militibus ut infelicem interficerent. Tum quoque sodales Augustales instituerant et multas alias novas caerimonias. Ipse Tiberius indulisit illis ludis ut civem esse videretur. Interia, Chatti seditionem coeptaverunt; Germanicus igitur, legiones et auxiliares collegit totidemque numerum Caecinae tradidit. Fidelis erat Sergestes, dux quidam Chattium, Arminius autem Romanos oppugnavit, sed frustra. Vicit Germanicus et fines vastavit, exercitumque Romae reduxit. Eodem anno, a Sergeste legati advenerunt, auxilium petentes quia plures Chattium duces illum oppugnaverant. Venit quoque filius Sergestis, Segimundus. Collectis igitur militibus, ad Rhenum quam celerrime, profectus Germanicus; ibi, ducibus victis, fidelem Sergestem servavit, multaque spolia ceperunt milites. Egit Segestes multas gratias Romanis ut tutus ipse omnesque amici esset. Dixit semper amicum fore Romae semper pacem velle, de amicitia Romanorum multa locutus est.

Quo audito legiones reduxit Romae ubi nomen imperatoris, roganti Tiberio, accepit.

11. Nocte Barbari multo cum sonore cantabant epulosque edebant. Romani autem per tentoria errabant, et Caesar varum videre visus est. Prima luce, legiones locum deseruerunt et dum impedimenta caeno haerebant, militisque turbati adstabant, Arminius subito omnibus cum barbaris invaderunt. Multi Romani interfecti, pluresque saucii; barbari autem tuti. Vesperascente die hostes praedia petiverunt sed vallum faciendum Romanis, aggerque petendus. Luxerunt omnes interfectos comites accedentem fatum tot multis hominibus. Inquies erat nox, nam equus fugitivus tota castra terrebat. Credebant milites Germanos venisse; cucurrerunt igitur ad omnes portas sed Caecina, dux legionum, proiectus in limine primae portae prohibuit quominus exirent. Centuriones simul clamitaverunt inanem esse timorem.

12. Prima luce, barbari, clamore ac impetu invaderunt Romanos, quo sparsos aut inermos credebant. Hi autem, signo dato, tubas inflaverunt, clamitantes non hic esse paludes montesque sed terram firmam. Sonus tubarum fulgentesque hastae hostes terrebant, trucidaveruntque Romani donec vesperascavit. Dein ad castra redierunt laeti, quamquam multi comites interfecti erant, ob illam victoriam, quae novas spes, vim et copias cunctis habuit. Interea Agrippina, fomenta sauciis vestesque nudis dedit, non ob amicitiam sed quia studia militum quaesit. Apud legiones iam potior erat quam ipsi duces. Audivit haec Tiberius, sed tacitus fit. Interim Vitellio cum classe et legionibus profecto, saevit ventus tumescitque mare. Non potuit discernere litus, haeruntur gurgitibus, iactantur fluctibus; mox enisus in terra firmiore legiones tute abduxit. Credebant omnes eum submersisse gaudebantque ubi rursus rediit.

13. Cum Aulus Caecina, L. Apronius, C. Silius Romae rediissent, decreta sunt triumphalia insignia. Eodemque anno lex maiestatis revocata est in eos qui scripserant mala de re publica. Deinde plurima crimina in civibus praetempta, arte Tiberii, in Faianio quodam quia hortum ac simul imaginem divi Augusti vendiderat. Cum haec audivisset Augustus, scripsit senatoribus non patri suo decretum caelum ut in exitium civium is honor veteretur. Non multo post Caepio Crispus, quaestor quidam accusavit Marcellum, praetorem Bithynicae de maiestate. Dixit Marcelli statuam altius quam Tiberii statuisset. Quo audito, ita iratus est Tiberius ut in senatu proclamaret se laturum sententiam palam. Tum permotus his verbis reum dixit absolvi maiestatis crimine.

14. Eo tempore, Tiberis, multis imbribus auctus, plana urbis deruit. Drusus et frater eius, Germanicus, edendis gladiatoribus praesederunt; Tiberius autem abstinuit. Seditio quoque inter theatrum erupit, multique cives, etiam centuriones interfecti, alique vulnerati. Consultum igitur de remedio. Haterius Agrippa dixit iurem vigarum dandem esse praetoribus in histriones; contradixit Tiberius quia divus Augustus quondam responderat non verberandos histriones. Multa de lucare et lascivia fautorum dixit. Nec multo post, Tarraconensis colonia legatos misit ut rogarent utrum templum Augusto strueretur; rogantibus permissum exemplumque in totas provincias datum. Nuntiavit Tiberius populo precante centesimam rerum venalium se non levare.

III.—ORIGINAL COMPOSITION DONE IN EXAMINATION ON A SUBJECT SET BEFOREHAND.

TACITI FRAGMENTUM: DE NOVIS VECTIGALIBUS.

Q. Ascutio Edvardo Graio consulibus, L. Georgius, praefectus aerario, miros libellos in Senatu protulit, duobus novis atque inusitatis vectigalibus insignes. Quorum alterum vini mercatoribus imperatum, alterum eis quibus agri non ipsorum nisu, sed fortuna, magis pretiosi facti erant. Itaque si quis agrum aliquem possidebat, et prope ad agrum eius urbs ita orta erat ut plaris venire posset ager maximum illi vectigal solvendum erat.

Quae cum proferret fere omnes cadem censuere; pauci tamen, quibus prisci decoris memoria, obviam ire ausi sunt.

Cur talia protulerit Georgius incertum; plerique tradidere alterum imposuisse vectigal ut luxum et temulentiam civium cohiberet, alterum ut pauperes iuvaret cum divites agros vendere cogeret. Mihi quidem magis credibile videtur aerarium pecunia eguisse sive stultitia praefecti sive per facinus; imperitum que rerum publicarum hominem non aliter pecuniam adipisci culpam celare potuisse. Sunt etiam qui credant mercatorem quemdam vini in odio fuisse Georgio, et divitem Americanum agrorum Georgi potitum, ob quae privata odia, has publicas leges tulisse. Tam degenera aetas, tam scelerati mores.

Neque haec vectigalia sola in libellis digna narrando. Naves enim pauciores quam solitum erat, conficere statuit. Quod omnibus mirum visum, praesertim cum eo anno plurimas naves Germani paravissent, et certum esset id inimicitia Anglorum fecisse. Constat Georgium non modo ob egestatem aerarii, sed etiam pecunia a Germanis accepta nostram classem quam maxime imbecillam reddere voluisse. Iterum Senatus non ausus est antiquare rogationem; novum specimen eius servitudinis per quam magistratus patres plebs omnis res publica in exitium ruunt.

IV.—SIX SPECIMENS OF TRANSLATION DONE BY DIFFERENT BOYS AFTER READING THE AUTHOR IN LATIN.

(a) CICERO AD ATTICUM II., iv.

Thank you very much for sending me Serapio's book, of which, however, between you and me, I hardly understood a thousandth part. I have given orders that the money for it be forwarded to you in cash, so that you need not have to write it up in your accounts under the heading of gifts. Talking of money reminds me to ask you to come to an agreement with Titinius in whatever way you can. If he does not stick to his promise, I think it would be best to return the things which I bought at a bad bargain, if this can be done with the consent of Pomponia. If even this cannot be done I had rather the money be returned than that there should be any difficulty about it. I should very much like you to attend to this carefully and diligently—as is your wont—before you set out.

(b) CICERO AD ATTICUM II., iv.

Thank you very much for sending me that book of Serapio's; between you and me I can scarcely understand any part of it whatsoever. I have given orders that you should be paid cash for it, so that you need not make an entry in your ledger of expenses. Since I have come to the subject of money be sure you don't forget to make the transaction with Titinius however you can. If he does not keep to the bargain which he made I shall be exceedingly pleased to have back those things for which so high a price was paid, that is, if Pomponia has no objection. But if you can't do this, it will be better to give back the money than to cause any difficulty. I sincerely trust that you will, in your usual manner, attend to this with every possible care, before you begin your journey.

(c) CICERO AD ATTICUM II., iv.

Thank you very much for sending me Serapio's book. But, between you and me, I can hardly understand the smallest fraction of it. I have ordered ready money to be paid to you, so that you may not have to put down presents among your expenses. By the way, as we are talking of money matters, do take care that you manage in some way to do business with Titinius. If he stand by the conditions he made, I shall be agreeable to returning the money for that bad bargain, if Pomponia is willing, if not even that can be managed I would rather that the money was returned than

that there should be any trouble about it. I should be very glad if you will see to this carefully and scrupulously, as you usually do, before you start.

(d) VIRGIL AENEID IX. 367.

Meanwhile some horsemen who had been despatched from the Latin city, while the rest of the legion was waiting in its position on the plain, were approaching, and bringing to Turnus the answer of the king. They were three hundred in number, all bearing shields, and Volscens was in command. And now they were drawing near to the camp, and coming up to the walls, when they saw Nisus and Euryalus turning aside and passing them far away on their left. For the helmet, shining through the glimmering shade of night, betrayed the careless Euryalus; and its rays shone in the eyes of the enemy.

(e) VIRGIL AENEID IX. 367.

In the meanwhile, while the main body of the army remained drawn up in the plains, three hundred cavalry were sent forward fully armed under Volcens, and coming to Turnus the king they brought him his answers. Now they were nearing the camp and were coming right under the wall, when far away on their left they saw those two crouching down in a pathway, and the helmet in the dusky light of night betrayed Euryalus, by reflecting beams of light, for he had not thought of it.

(f) VIRGIL AENEID IX. 367.

In the meanwhile, while the rest of the army is waiting drawn up in the plain, a squadron of horsemen, sent on ahead from the city, were carrying an answer to King Turnus. In number they were three hundred, all bearing shields, and commanded by Volscens. They had already approached the camp, and were drawing near the walls when they catch sight of Nisus and Euryalus making their way round by the left. The helmet caught in the twilight by the moon's rays shining on it, betrays the rash Euryalus.

V.—THREE SPECIMENS OF LATIN VERSE COMPOSITION.

“THE HOUSE THAT JACK BUILT.”

(a)

Caelum contingunt ea quae te moenia, Balbe,
 Te manibus propriis aedificasse ferunt.
 Nec procul a tectis consurgunt horrea plena
 In quis frumentum farraque mixta iacent.
 Ecce! pede infausto iam mus petit horrea parvus,
 Et Cererem violat, grataque dona vorat.
 Laesa Ceres animis fervet, poenaeque ministrum
 Demittit felem; mus inhonestus obit.
 Quam cito mutatur fallax fortuna ferarum!
 Mox petitur feles callida dente canis.
 Protinus auxilium feli dea frugifera affert;
 Jamque bovem impellit dilacerare canem.
 Quae cum fecisset, bos ad praesepia ducta est;
 Et virgo palmis ubera plena premit.
 Continuo iuvenis subit ad praesepe quietum,
 Virginea et labris basiat ora suis.
 Mane sacerdoti somnos discusserat ales
 Qui tenebris pulsus clamat adesse diem.
 Ergo aderat sanctus prima cum luce sacerdos;
 Et mox connubio est iuncta puella viro.

(b)

Ecce altas aedes quas aedificavit Iacchus
 Et manibus sollers condidit ipse suis.
 Intus, amat mustum, Cereris multa hordea donum
 In sacco posuit, deinde reliquit ibi.
 Sed fures caveat, male credit muribus, ecce
 Parvus in hordea mus pinguia rodit iter.
 At cogit fures poenas dare Juppiter omnes,
 Namque gulam feles muris in ore rapit.
 Sed quia crudelis nescit se iussa deorum
 Conficere, en ipsa est nunc lacerata cane.
 Et canis infelix felem crudelius ultus
 Nunc ululat iactus cornibus ipse bovis.
 Vacca quiescit ubi videt advenisse puellam,
 Illa premit digitis ubera plena suis.
 Vix confecit opus, pannis cum squalidus intrat
 Osculaque ille ori virginis inde refert.
 O nimium tu audax quare sic fata lacessas?
 Ecce sacerdotis somnia gallus agit.
 Erigit e somnis, illosque pudore rubentes
 Connubio iungit sacraque cuncta facit.

(c)

Ardua sub caelo surgunt regalia tecta
 Quae Marcus manibus condidit ipse suis.
 Ecce autem! in medio procumbit limine musti
 Saccus odoratus, muribus alium epulum!
 Sed Fortuna vaga est: namque exsilit abdita feles
 Quae murem cupidum pascitur ore avido.
 Neque etiam feles, quamquam Dea Flava patrona
 Tuta manet: sed enim callida et ipsa cadit.
 Protinus atra furens canis inruit acer et ingens.
 Pugna brevis: feles, dira ferens, moritur.
 Inde canis gaudens in vastos se tulit agros,
 Sol roseus splendet, nec pavor ullus inest.
 Accidit ut virgo custodiat innuba vaccam,
 Ubra cuius lac plena dabant niveum.
 Illa canem aspexit: properavit cornibus uncis;
 Attigit infelix sidera summa canis!
 Attonita hoc casu lacrimat lugetque puella;
 Prospiciens caelo, tangitur ipse Pater.
 Ergo igitur cum prima dies rubere videtur
 Pontificem misit Juppiter omnipotens.
 Mox aderat: vidit solam non esse sacerdos
 Illa rubescebat; basia fixit amans.
 Nec mora, tura ferunt, placantque altaria Larum
 Et simul ardescit pinea fax Hymenis.