classical studies in late Victorian and Edwardian England' (p. 7). In consequence the account lacks something of the personal warmth that might have turned Rouse into a character for the reader, rather than a phenomenon; anecdotes and personal reminiscences are few and are often relegated to the footnotes. Only in the final chapter, dealing with Rouse’s retirement activities, does the book really come to life, and then it is more through the irreverent vigour of Ezra Pound’s epistolary expletives than through real personal insight into Rouse himself. Perhaps Rouse’s commitment to the ‘living word’ (and his known aversion to paperwork) meant that he came across more vividly in spoken contact than in his writing, though Stray refers to numerous pamphlets, articles and the like promoting his teaching method and educational ideals. At any rate, the book tends to be pedestrian, abounding in passages such as ‘Amid such disappointments, Rouse was cheered by the successful careers of two of his ex-pupils, Frank Lockwood and Cyril Peckett. Both became headmasters, and both carried on and adapted the Direct Method for the next generation’: dry, factual cataloguing, not quickened by any ‘living word’ on the subject from Rouse himself or Lockwood or Peckett, or anyone who knew them.\(^6\)

A few computer-generated gremlins have escaped the proof-reader. The chapter heading ‘Early Life’ recurs twice in subsequent chapters (pp. 45 and 57). Some opening quotation marks are printed in reverse, as in notes 135, 146. On p. 42, note 96 should be numbered 97, and on p. 68, ‘spech’ should read ‘speech’.

**READING LATIN FOR LAWYERS**


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This concise *Introduction to Latin* is clearly aimed at a very specific target group: university students who have the statutory obligation to complete one year of university Latin towards ultimate admission to the Bar. It comes in five small

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\(^6\) In fairness, the book does not pretend to be a full-scale biography. But the formula ‘x + y + z = a’ is dry compared with ‘oranges + apples + bananas = fruit salad’ and the writing is too often formulaic rather than graphic. A recent article by C. W. E. Peckett, ‘The Oral Method’, *JACT Review* 11 (Summer 1992) 4-8, makes livelier reading and is in some aspects more informative.
volumes, A5 size, of about a hundred pages each. The five parts comprise Vocabulary, Reading and Background, Grammar, Exercises and Reference. A sixth volume, comprising a teachers’ handbook and a short exposition of the author’s teaching theory, would be a welcome addition. As the work now stands, it has, from the student’s point of view, an admirable lack of theory. Teachers would, however, welcome some methodological guidance. A seventh volume with a students’ commentary on the texts would also not come amiss.

A table of contents, listing order of presentation in twenty-four chapters, seems to indicate that the Grammar volume can be usefully applied, a chapter per week, in the usual twenty-eight academic weeks of a university year, with a little leeway at either end. The order of presentation is usual to the grammar-translation method of time-hallowed traditional beginners’ books like Ritchie. What is unusual is the organisation into ‘classes A and B’ based on the relationship of nominal and adjectival forms of the traditional first/second declensions and the third declension (with the relatively infrequent forms of the fourth and fifth declensions), respectively. Such organisation will tend towards reducing students’ rote learning. The basic relationship between the morphology of nouns and adjectives is stressed, with consequent simplification. Students may, however, find a little confusing the grouping together of first and second conjugation verbs into another ‘class A’ and third, mixed and fourth conjugation verbs into another ‘class B’ on the basis of differences in the formation of the future tense.

Unfortunately the exigencies of A5 presentation apparently preclude ‘horizontal’ presentation of noun and adjective forms with their English equivalents in the Reference volume. A ‘horizontal’ presentation of the complete nominal paradigm would show students certain basic characteristics of all nominal forms (e.g., -m accusative singular, -(e)j/-is alternation for the genitive singular, almost consistent vowel lengthening in the ablative singular, the accusative plural -s with lengthened vowel (except for neuter words), the relationship between -a/o/u(r)um genitive plurals, and the regularity of -(bu)s dative and ablative plurals. There are other minor points that I disagree with in this Reference volume, for example, its emphasis on the difference between ‘non-increasing’ and ‘increasing’ nouns in its class B (third declension nouns), the order in which comparison of adjectives is set out, and the exposition of the paradigms of verbs (there being no visual indication of the relationship of present stem verbs and perfect stem verbs, except for the deponents).

These objections are, however, almost wholly related to format. The content and presentation of the Grammar volume are admirable. It treats Latin learning ‘cognitively’, that is, with emphasis on recognition of structure. The novelty of its approach lies in the stress it appears to lay on students’ need to understand structures in English before being shown the Latin equivalent (e.g., p. 59 on participles). An assumption that formal English grammar is not necessarily familiar to the student underlies this approach. This is particularly welcome in the South African context, where not all learners are familiar with colloquial spoken English,
since many speak it only as a second or third language. The author appears to have taken the best of the modern, structural approaches and fused these to traditional grammatical terminology.

One of the most positive aspects of the relationship between the Grammar and Reference volumes is frequent cross-referencing. The manner in which the Reference volume organises its summary of syntactic uses (pp. 68-78) is extremely useful. After a student has gradually learned the morphology and use of cases, this summary gives a new perspective based on sentence structure and on the fact that the verb is the most important ‘growth point’ in a Latin sentence. The exposition of case usage is organised around ‘verbs requiring a particular case as complement’, similar sections for adjectives and nouns (which leads to various uses of the genitive), and a section entitled ‘special uses’, or adverbial modifications (pp. 75-77). Prepositions are organised in relation to the case they govern. Here I differ with the author (p. 78) on his inclusion of the (explanatory) ablatives of causa and gratia as prepositions (‘strictly postpositions’) taking the genitive. A section on word structure (suffixes and prefixes, pp. 79-90) is followed by a list of grammatical terms (pp. 91-100).

It is not possible ever canonically to fix the ideal order of presentation of grammatical features. The presentation in the Grammar volume of relatively infrequent gerundives (Chapter 13) before frequent relative clauses (Chapter 14) may strike the traditionally inclined teacher as bizarre. When it is realised, however, that the author has attempted to tie all new grammar to the reading passages (that is, from Chapter 4 onward) and that the content of the readings follows a logical order, then this objection should fall away.

In general, the simplified grammatical exposition is to be welcomed, as in Chapter 16 on adverbial clauses, where ‘mood’ is omitted, and in the explanation of case usage in the Reference volume referred to above. Sometimes description in the Grammar volume is, however, unnecessarily complicated (e.g., ‘adjectives governing nouns’ [p. 55], ‘countable and uncountable nouns’ [p. 56]). A particularly good feature of the Grammar volume is, however, the global manner in which the presentation of subordinate clauses is organised, particularly Chapter 22 (uses of cum), and the relegation of relatively infrequent conditional clauses to the last chapter (24).

Texts in Reading and Background accompany all but the first three chapters of Grammar. The choice of texts is very good, starting from a simplified version of Plautus’ Pseudolus and progressing rapidly to readings from Gaius, Justinian’s Digesta, Cicero’s Verrines, and finally Livy. All except the readings from Plautus have a legal thrust or illustrate matters such as the struggle for democratic reform, the place of women in Roman society, and the use and abuse of power, all matters of intrinsic interest to South African students of today. The last passage from Livy, on intermarriage between the orders, will be of particular interest when students compare it with the recent repeal of South Africa’s notorious marriage laws.

The second half of the aforementioned volume comprises a short history of
the Roman world, the Roman government, army and imperialism, and the Roman family and family names (by the author) and contributions by colleagues on the administration of justice in Roman times, Roman religion, Roman money, and on Roman houses and property. The wide range of topics is admirable, but illustrations are lacking, particularly maps of the Roman empire, Italy and Rome, and a floor plan of a Roman house.

Vocabulary comprises three parts: first, an index (pp. 1-36) of all word forms occurring in the course, with the frequency of each word, its base form (where applicable), and a reference to each occurrence (passage and sentence) in the reading passages. Next an extensive vocabulary list (pp. 37-83) gives the principal parts and basic meanings of all the words in the reading passages and exercises, comprising something over 2000 individual entries. The third list (pp. 84-101) comprises some 500 of the most frequent words, ostensibly from the last-mentioned list. In spite of some minor quibbles, I find the abbreviated word list representative of Diederich’s list; the volume as a whole is admirably suited to its purpose as reference, basic dictionary and vocabulary learner.

As has become apparent above, the activities in the Exercises volume are also tied to individual Grammar chapters, repeat suitable vocabulary, and expand on what has been introduced in the Reading and Background volume. Exercises are varied and are aimed at both testing and teaching understanding of grammatical concepts. Much use is made of English or English-Latin combined (e.g., Ch. 22, ex. 1: ‘State the function and meaning of the cum conjunction in the following English sentences. What mood would the Latin verb be in?’).

Traditionally inclined teachers may be worried that so little is made of the need for students to be able to name (i.e., label) the case, tense or mood of Latin words, but if it is accepted that something must be left out in a concise, one-year course, such labelling may be considered a luxury that is discardable. There are, however, useful exercises in stating the function and meaning of subordinate clauses. A further ‘luxury’ that I consider discardable would be to leave out sentences to be translated into Latin in favour of exercises in relating case usage of nouns to the verbs that require such a case (i.e., structural analysis).

In spite of certain reservations expressed in the course of my discussion, I find An Introduction to Latin an admirable work, well suited to the aims of any university that hopes to give its law students a meaningful glimpse into the Roman legal world while complying with the minimum statutory requirement of one year of Latin for aspirants to the Bar. I can thoroughly recommend the course as an entity. Its Reading and Vocabulary volumes could also be usefully employed as setwork for the new optional ‘Legal Latin’ module accepted into the new core syllabus for Latin in high schools.

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1 The Frequency of Latin Words and Their Endings (Chicago 1939).