EXAMINATION OF ELEMENTARY LATIN TEXTS BELONGING TO
THE PRE AND POST CLASSICAL INVESTIGATION PERIODS

by
Helen Wright Johnson

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TABLE OF CONTENTS

LIST OF TABLES ................................................................. v

I. THE PREVALENT DISCONTENT WITH THE ELEMENTARY LATIN TEXTS WHICH RESULTED IN THE CLASSICAL INVESTIGATION ................................................ 1

A. Various Reports Previous to Report of The Classical Investigation ........................................ 1

B. The Report of The Classical Investigation .... 3
   1. Content ............................................................... 6
   2. Paradigms ............................................................ 7
   3. Syntax ................................................................. 9
   4. Appropriate Distribution of Certain Important Groups of Inflections ......................... 11
   5. Chief Recommendations ........................................ 13

II. BRIEF STATEMENT OF OBJECTIVES AND METHODS ...... 17

A. Objectives--Primary and Secondary .............. 17
   1. Historical Prominence of Latin ...................... 20
   2. Task of Text Book Writers ............................... 22
   3. Elements Contributing to the Primary Objective .................................................. 25

B. Methods ................................................................. 28
   1. Grammatical ....................................................... 28
   2. Psychological .................................................... 28
   3. Natural ............................................................ 28
   4. Inductive .......................................................... 29
   5. Graded Exercise ................................................ 29

III. EXAMINATION OF FOURTEEN REPRESENTATIVE ELEMENTARY LATIN TEXTS BELONGING TO THE PRE-CLASSICAL
INVESTIGATION PERIOD ........................................... 31
Text I\textsuperscript{1} ............................................ 31
Text I\textsuperscript{2} ............................................ 32
Text I\textsuperscript{3} ............................................ 33
Text I\textsuperscript{4} ............................................ 34
Text I\textsuperscript{5} ............................................ 35
Text I\textsuperscript{6} ............................................ 36
Text I\textsuperscript{7} ............................................ 38
Text I\textsuperscript{8} ............................................ 39
Text I\textsuperscript{9} ............................................ 39
Text I\textsuperscript{10} ........................................... 40
Text I\textsuperscript{11} ........................................... 43
Text I\textsuperscript{12} ........................................... 44
Text I\textsuperscript{13} ........................................... 45
Text I\textsuperscript{14} ........................................... 47

IV. EXAMINATION OF LATIN TEXTS BELONGING TO THE POST-
CLASSICAL INVESTIGATION PERIOD ............................. 49
A. Six Representative Elementary Latin Texts ................. 49
Text II\textsuperscript{1} ............................................. 49
Text II\textsuperscript{2} ............................................. 50
Text II\textsuperscript{3} ............................................. 52
Text II\textsuperscript{4} ............................................. 53
Text II\textsuperscript{5} ............................................. 54
Text II\textsuperscript{6} ............................................. 55
B. Seven Representative Second Year Books Cont-
taining Some Postponed Basic Elements .................... 56
Text III\textsuperscript{1} ............................................. 56
Text III\textsuperscript{2} ............................................. 58
Text III\textsuperscript{3} ............................................. 59
Text III\textsuperscript{4}.............................. 59
Text III\textsuperscript{5}.............................. 60
Text III\textsuperscript{6}.............................. 61
Text III\textsuperscript{7}.............................. 62

V. TABLES AND DISCUSSION.......................... 65

VI. FINDINGS........................................ 104

VII. APPENDIX......................................... 106
   A. Key to Tables................................. 106
   B. Bibliography................................. 108
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Declension of Nouns in Texts of Group I</td>
<td>65</td>
</tr>
<tr>
<td>II. Declension of Nouns in Texts of Group II</td>
<td>66</td>
</tr>
<tr>
<td>III. Adjectives in Texts of Group I</td>
<td>71</td>
</tr>
<tr>
<td>IV. Adjectives in Texts of Group II</td>
<td>72</td>
</tr>
<tr>
<td>V. Pronouns in Texts of Group I</td>
<td>76</td>
</tr>
<tr>
<td>VI. Pronouns in Texts of Group II</td>
<td>77</td>
</tr>
<tr>
<td>VII. Conjugation of Verbs in Texts of Group I</td>
<td>80</td>
</tr>
<tr>
<td>VIII. Conjugation of Verbs in Texts of Group II</td>
<td>81</td>
</tr>
<tr>
<td>IX. Adverbs, Ablative Absolute, Indirect Discourse in Texts of Group I</td>
<td>86</td>
</tr>
<tr>
<td>X. Adverbs, Ablative Absolute, Indirect Discourse in Texts of Group II</td>
<td>87</td>
</tr>
<tr>
<td>XI. Gerund, Gerundive, Supine, Periphrastic Conjugation in Texts of Group I</td>
<td>90</td>
</tr>
<tr>
<td>XII. Gerund, Gerundive, Supine, Periphrastic Conjugation in Texts of Group II</td>
<td>91</td>
</tr>
<tr>
<td>XIII. Subjunctive Mood in Texts of Group I</td>
<td>93</td>
</tr>
<tr>
<td>XIV. Subjunctive Mood in Texts of Group II</td>
<td>94</td>
</tr>
<tr>
<td>XV. Indirect Discourse, Ablative Absolute, and Irregular Verbs in Texts of Group III</td>
<td>97</td>
</tr>
<tr>
<td>XVI. Subjunctive Mood in Texts of Group III</td>
<td>99</td>
</tr>
<tr>
<td>XVII. Gerund, Gerundive, Supine, and Periphrastic Conjugation in Texts of Group III</td>
<td>102</td>
</tr>
</tbody>
</table>
I. THE PREVALENT DISCONTENT WITH THE ELEMENTARY LATIN TEXTS WHICH RESULTED IN THE CLASSICAL INVESTIGATION

A. Various Reports Previous to the Report of the Classical Investigation

Latin has undergone radical transformations. Beginning with the report of the Committee of Ten on Secondary School Studies until the present day is the period with which the writer will deal. From 1894, the date of this publication, until the publication of the report of the Classical Investigation in 1924 the report of the Committee of Ten was the accepted basis for the content of the Latin curriculum in secondary schools. This report set up for the first time the reading and the understanding of Latin in the Latin order as the proper goal of Latin instruction. This goal has received the endorsement of all subsequent reports. This report largely anticipated the recommendations of the report of the Classical Investigation in regard to the methods to be employed in the mastery of the elements and the function of these elements, which is the understanding of the thought of the Latin sentence. The recommendations regarding the method in teaching vocabulary, syntax, and inflection were pedagogically sound. The great amount of reading required put a premium on covering ground rapidly.

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2 Report of the Committee of Ten on Secondary School Studies, National Education Association publication (American Book Company; 1894, Pp. 60-75.)
rather than the use of sane methods. The elements of grammar were covered in the first year. The report of the Classical Investigation made an effort to make the recommendation more effective.

The report of the Committee of Twelve of the American Philological Association, published in 1899, professed to discover a demand for more extensive reading of classical authors with no apparent interest in the method, although the proposed recommendation regarding Latin word-order method by the Committee of Ten was repeated.

The Committee of Fifteen published a report in 1909 which is noteworthy for its attempt to encourage more varied reading in the secondary schools; however, there was rigid adherence to the traditional kind and amount of reading. This report strongly recommended the use of Latin word-order method.

The report of the Committee on Classical Languages of the N. E. A. is important in that the preparatory function of Latin is relegated to the background and in that it recognizes that congestion was the most serious evil of the traditional course, but it carried no remedy for this congestion.

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3Report of the Committee of Twelve on College Entrance Requirements, (Ginn & Company 1899) Pp. 50-77


5Preliminary report, United States Bureau of Education Bulletin No. 41, 1913, Pp. 32-40
In May 1920 the General Education Board indicated to the American Classical League its willingness to finance an investigation of the Classics in American secondary schools. In June of the same year the American Classical League took action authorizing the President of the League to appoint a special committee which was to have complete power to negotiate this matter with the General Education Board and select an Advisory Committee and expert investigators to conduct the inquiry. This special committee was to take whatever steps it deemed advisable in connection with the proposed inquiry. After two preliminary conferences and much correspondence a plan for the proposed investigation was adopted by the Special Committee of the American Classical League in January 1921 to be presented to the General Education Board. The following month the Board accepted the plan and made an appropriation for the expense of its prosecution. The Special Committee then elected the Advisory Committee of fifteen members to have charge of the investigation which was carried on throughout two academic years 1921-22 and 1922-23 in every state in the Union.

B. The Report of the Classical Investigation

In 1924 a report of the Classical Investigation was published. In the first place the Committee sought to secure factual data as a basis for its final recommendations; it endeavored through tests and experiments to find out

the extent to which the immediate objectives of Latin and its ultimate educational values were being attained under the existing conditions. In the second place it sought the recommendations of successful and experienced teachers of secondary Latin as to the function, objectives, content, and method appropriate. This proved immensely valuable.

The report met with a most favorable reception and a prompt acceptance of its chief recommendations. The report simply gave moral support to an already insistent desire on the part of a great body of teachers of Latin to do the very things recommended by it. The report of the Classical Investigation represented a huge cooperative enterprise and even before the report was issued the investigation had already influenced the teaching of Latin.

The chief evil in the traditional standard course was the congestion resulting from the attempt to cover all the so-called elementary work in grammar and vocabulary during the first year. The pressure "to cover ground" fostered the use of undesirable methods.

"The New Requirements in Latin"\(^7\), adopted by the College Entrance Examination Board in 1926 and to go into effect June 1929, were based on the report of a special Committee to study the recommendations of the report of the Classical Investigation. The recommendations of this report placed the emphasis upon quality rather than quantity by abolishing requirements as to amount; it encouraged a wider choice of

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\(^7\)College Entrance Examination Board, Document No. 120, December 1, 1926, P. 30
The primary immediate objective of Latin as defined by the Classical Investigation is "the progressive development of ability to read and understand Latin". The classical report emphasizes the fact that the study of vocabulary, syntax, and inflections is secondary and is only a means to the primary end of developing power to read Latin. The teaching of forms and syntax in a way which makes them as end in themselves is deplorable. An important instrument for teaching forms and syntax is translating English into Latin.

Much of the congestion in the work of the first year could have been eliminated long before it was if the elements to be mastered, especially syntax and inflections, had been rigorously limited to those which really function as a means by which reading power is secured. The emphasis in the report of the Classical Investigation is upon the reading of Latin and especially the recommendation that continuous Latin be introduced at the very beginning as the basis of the course. Detached Latin sentences are commonly the embodiment of meaninglessness. "The reading of continuous Latin should begin at the earliest possible moment"\(^8\) in the first semester and "for at least three semesters a large amount of simple well-graded easy Latin should be included". The report set up some criteria in the selection of the reading for the first three semesters: reading material should be abundant, repetitions, simple, varied in form, attractive in content, should embody the essential problems of Latin word-order and

\(^8\) Report of Classical Investigation 1924, P. 123, 124
should advance in complexity.

1. **Content:** The traditional emphasis upon the preparation for Caesar which formerly dictated the vocabulary of the first year of Latin has been more or less abandoned. The general recommendations of the Classical report regarding inflections are "a reduction in the number of forms to be included in the work of the first two semesters, a more gradual introduction of these forms than is common at present, provision for a repeated reading experience with the forms to be learned, and in general emphasis on functional rather than formal knowledge both in the learning of these forms and in subsequent drill upon them".⁹

No part of the report has met with more immediate acceptance than the recommendation that the inflections traditionally ascribed to the first year should be distributed over two years or more, and that the least important be omitted entirely. The justification for this wider distribution lies in the fact that even if the paradigms could be mastered during the first year, recognition of the individual forms which constitute the basic element in reading Latin cannot be secured in that time.

The attempt to include the subjunctive mood in the first year has been an ignominious failure. In the Tyler-Pressey Test it was discovered that not until the sixth semester of the course was an average of 75% obtained on verb forms supposed to have been learned the first year. We have attempted in this country to do what teachers in no other

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⁹Report of Classical Investigation 1924, P. 123
country have ever attempted namely in allowing so short a period for the mastery of the elements. In Germany pupils begin the study of Latin at about 13 years of age, and they will have spent as much time on the mastery of the elements and simple readings before taking up an author such as Caesar as our American pupils will have spent on Latin by the middle of their fourth year.

One unfortunate outcome of a course which is impossible to master has been to blunt our appreciation of what mastery is. There is no weakening involved in the recommendations for the redistribution of inflections throughout the course. Definite provisions should be made in the text books of the second year for the teaching of specific inflections assigned to the second year. To throw the pupil on his own responsibility for those inflections assigned to the second year would not be advisable.

2. Paradigms: The learning of paradigms, oral and written practice in inflecting words on the basis of models is an indispensable means of mastering inflections. There must be some organizing agency. The initial learning of the first paradigm should follow and not precede experience with the individual forms. All learning of new inflections should be preceded by informal experiences with illustrations of the new inflection. Declensions and conjugations present somewhat different problems with respect to the danger of formalism. A paradigm of the six Latin cases has no inherent logic. There is no reason for expecting these particular case forms. Therefore, unless the function of each case is thoroughly understood, the premature learning of the paradigms of the declensions will be merely mechanical and formal. It
is more important that a pupil should be able to recognize promptly the four possibilities of form and idea contained in a first declensional word ending in "ae" than be able formally to decline the word. Constant drills should be given to recognize the form and function of words as they are met in reading.

Our traditional emphasis upon the learning of paradigms as the first and sole technique employed in the mastery of forms has tended to give pupils limited ability, namely ability to give paradigms. The whole procedure was wasteful. Identification and recognition of individual forms as met in reading is truly the end desired and is the determining factor in the learning of forms. This involves the introduction of the case forms at first very slowly in order that there may be abundant opportunity for practice in the recognition of each new form with its inherent meaning. Much of the formal drill on paradigms has been uneconomical in developing the ability to recognize individual forms. The learning of forms too frequently has become an end in itself and should have been a means of helping the pupils to get the thought out of a Latin sentence.

Similarity of forms in different declensions should permit the informal introduction in the reading material of forms of declensions not yet studied. For example, it will not be necessary to postpone the use of the accusative singular of the fourth and fifth declensions until all forms of those declensions have been mastered. Utmost stress should be placed on comparison with forms previously learned and recognition of similarities and differences.
3. **Syntax**: The report stresses the functional aspect of syntax—that is the mastery of the principles of grammar as a means of getting the thought. The application of this involves a reduction in the number of syntactical principles to be included in the work of the first two semesters and an emphasis on the functional rather than the formal knowledge of the principles taught. A working knowledge of the general principle of agreement and a few fundamental noun and verb construction will provide the pupil with sufficient syntactical equipment for a considerable reading experience. Under careful guidance of the teacher in an observant use of the context the pupil can see how to solve difficulties presented by an unfamiliar case or mood construction. In such cases an interruption of the current thought for the sake of syntactical analysis is apt to hinder rather than aid. When a difficulty arises in interpreting the sentence which cannot be worked out without an understanding of the syntactical principle involved, the emergence of the practical difficulty of interpreting the sentence furnishes an immediate incentive for an explanation of the principle and thus a reading grasp is more likely to result than is the case when the principle is presented without immediate need for its use. It is better to have a background given by a reading experience for discovering the use of the principle. A proposed reduction in the number of syntactical principles to be mastered in the work of the first two semesters and an emphasis on functional rather than formal knowledge will result both in greater ability to make practical use of the principle considered essential and in a better grasp of the principles.
themselves than is commonly secured.

Gradual introduction of syntactical principles and extensive reading experience with each new principle before another is introduced is urged by the Classical Report. The syntactical principles are not so inherently difficult but the recognizing and understanding of the principles when embodied in the forms and endings of words is the essential difficulty. The failure to make immediate association between the form of a word and the possible grammatical ideas which it may express is the source of error. The new element proposed by the Classical Investigation is the earlier introduction of connected readings and the use of this continuous narrative as a more effective instrument for developing new principles than detached, isolated sentences are. The need for understanding the new principle in order to understand the story supplies a more powerful motive than does the occurrence of the principle in an isolated sentence. Not until a principle can be recognized no matter from what angle it is approached can it be considered "mastered".

The report states that an accurate knowledge of the inflectional forms used should be insisted upon. The forms should not be learned apart from their uses. The learning should follow and not precede the actual use of the forms in translation. Words, forms, and principles of syntax should be learned because needed. The committee recommends a thorough functional knowledge of inflectional forms and the adoption of every possible means to secure a thorough mastery of the inflectional forms assigned to the work of each semester.
The most conspicuous feature of the traditional method is the large degree of dependence upon memorizing rules and facts before an effort to apply this knowledge. Method had not been thought of in the technical sense of the word and devices were unknown. Exclusive dependence upon an unreflecting memoriter method did not produce satisfactory results. The only possible outcome was increased efficiency in memorizing vocabulary, inflections, and syntax. The methods recommended by the report to be used in the acquisition of vocabulary, inflections, and syntax are based upon a discriminating analysis of the nature of the problems presented. Thorough mastery of vocabulary is very essential. A great deal of memory work is unavoidable but forms and endings to be memorized should be associated with constructions in which they occur.

4. **Appropriate Distribution of Certain Important Groups of Inflections:** The report recommends an appropriate distribution of certain important groups of inflections.

a. First Semester:

(I.) The nominative, genitive, and accusative of first declension (or of first and second declensions) and of pronouns. These cases express case ideas most familiar to the pupil. The English declension is already fairly familiar and sufficiently identical in scope to provide a basis for introducing pupils to declension in Latin.

(II.) The paradigms of present indicative of the first and second conjugations and of sum. It is desirable to include at once illustrations of both first and second conjugations
in order that the necessity of distinguishing between and building up forms of different conjugations, which is the central problem of the Latin verb, may be present from the start. It permits the directing of the attention of the pupils at once to the stem as the most important of the three basic elements in the organization of the Latin verb namely, stem, tense sign, and personal endings.

(III.) The remaining cases of the first and second declensions and of pronouns. These cases express ideas usually entirely unfamiliar to the pupils, and the mastery of their functions requires slow development.

(IV.) The remaining tenses with the exception of the future perfect of the indicative of the first and second conjugations and of sum. The six forms of the individual tenses in Latin embody a scheme which makes apprehension of each of the six forms the easiest problem in the learning of inflections. The majority of the ideas expressed by the six Latin tenses are through experience with the verb in English, but the order of tense in formal synopsis and names of the tenses are different; one Latin tense expresses ideas expressed by two tenses in English conjugation, and the expression of the progressive idea not familiar to pupils as a part of English conjugation is a normal function of certain Latin tenses. Each Latin tense should be presented separately with emphasis and practice upon its distinctive function.

b. Second Semester:

(I.) The third, fourth, and fifth declensions.

(II.) The third and fourth conjugations in the indicative with the exception of future perfect. To develop habit of
associating function with form is the major problem in teaching Latin. The restriction of the work on declension during the first semester to the first two declensions and to pronouns is desirable for three reasons:

(A) It permits a thorough mastery of individual forms insisting on direct association of function with form.

(B) The number of forms is sufficiently varied to establish the notion that the same function may be expressed by different forms.

(C) The third declension is most difficult and requires more drill than the first two.

c. Third Semester:

The postponement of forms and uses of the subjunctive mood to the third semester as recommended by the Classical report is imperative. Serious congestion in the work of the first year has long been recognized but the remedies proposed previously were inadequate. The removal to the second year of a topic large enough to provide some genuine relief is what has been needed. We have only pretended to teach the subjunctive mood in the first year. The postponement until the second year in the recommendations of the classical report marks the first official recognition of the kind of remedy demanded by the situation.

5. Chief Recommendations: The Report has been in our hands since 1924. Its recommendations appear to be founded on the results of a huge testing program. Yet today we are in a worse confusion of method than ever before, and in schools whose standards are not protected by college entrance examinations the average standard of Latin taught is lower
than it was before the Report appeared. The Report was written from the standpoint of such schools as those whose standards are set by college entrance examinations.

The Report has succeeded in upsetting the methods and the standards which we had, but it has not replaced them by anything definite. Some school authorities believe the Report has recommended a lower standard. This committee had one advantage over preceding committees and that was its financial backing. Previous committees could only express opinions while this one had the chance to gather facts on which it could base recommendations.

Of the chief recommendations the author will summarize four which seem most important:

a. Teach pupils to read and understand Latin in the Latin order.

b. Teach the facts of the language inductively.

c. Have pupils read the Latin aloud several times as the first step in preparing lessons.

d. Use much simple made Latin.

Everyone of the four had been urged for years but had taken no great hold on teachers. The inductive method had been so complete a failure that the committee did not dare use the word "inductive" in the Report. The basic recommendation, the Latin-order method, rests solely on opinion and its practicability is under suspicion because of its dis-use by teachers and is largely nullified by the Report's own statement that other methods give good results. If there was any one thing which the Report should have put clearly and definitely, it was a method of teaching pupils to read in the Latin order since that is the basic recom-
mendation and previous attempts to formulate a method had failed of general acceptance. The thing cannot be done without a ready and accurate knowledge of words, forms, and syntax. This same accurate knowledge of facts is needed for attaining most of the objectives. The committee did not give a new and practical method. Instead there is a paragraph instructing teachers to adopt a definite method of teaching pupils to read Latin in the Latin order; to choose any of the six methods given in Appendix B. There in Appendix B is the Hale method and five modifications of that method. The paragraph with the Appendix is the saving feature of the chapter of Method: it alone offers anything approaching a definite method. This paragraph is poorly worded and very inconspicuously placed and, consequently, it has been ignored.
Examination Of Elementary Latin Texts Belonging To The
Pre And Post Classical Investigation Periods

Problem

The purpose of this investigation is to make an exami­
nation of elementary Latin texts belonging to the period
previous to the Classical Investigation and of a group in­
fluenced by, and belonging to, the period following. It is
hoped that it may prove useful in discovering trends in
the arrangement of subject matter and methods which might
be enlightening and helpful.

Procedure

The content of the traditional texts in elementary
Latin has been minutely analyzed and in like manner the
content of the texts belonging to the period immediately
following the report of the Committee who conducted The
Classical Investigation. Tables have been made setting
forth the place in each text that the various basic ele­
ments of beginning Latin are treated and the method of
treatment used in the different available texts.
II. BRIEF STATEMENT OF OBJECTIVES AND METHODS

A. Objectives

A re-appraisement of Latin studies is taking place, through which the potential value of Latin will be found to contribute considerably to the main objectives of all education. These major objectives of education are somewhat general, and convincing proof must be submitted to refute the anti-classical party to show that familiarity with Latin syntax and translation is an indispensable element in the equipment of a great many high school graduates.

These values are indirect and "transferable" while the value of reading literature in Latin is to the student practically negligible in later life. These "transfer" values are disciplinary and cultural, and instrumental in keeping the student fit, calling for the exercise of many skills, abilities, ideals, and attitudes to which Latin studies contribute in various ways. To a considerable extent, the knowledge of Latin is desirable to the physician, lawyer, scientist, priest, teacher, and the like. But whether utilized after graduation or practically forgotten, these "transfer" values are retained. According to the Classical Report, there is much which is lacking in the average pupil's ability to read and enjoy Latin literature, much less to speak that tongue. But the main value is the potentially cumulative character of Latin, since it is potentially an effective instrument in intellectual education.

A doctor's dissertation at the University of Pennsylvania, by R. I. Haskell, offers a statistical study of the comparative results produced by teaching derivation in the
ninth-grade Latin classroom and in the ninth-grade English classroom to non-Latin students, and seems to demonstrate that these indirect values are more economically secured when associated with Latin, the educational objectives being the only permanent values, such as vocabulary building, mastery of syntax, and ability to perceive logical relations, and like values. This contention is also sustained by the eminent psychologist, B. L. Thorndike, in a paper on "The Influence of First Year Latin upon Ability to Read English".\(^1\)

According to the Classical Investigation there are "abilities, knowledges, attitudes, and habits which continue to function after the school study of Latin has ceased".\(^2\) To mention a few values, there is the habit of sustained attention, the ability to diagnose the significance of an unusual word in English derived from Latin, besides an appreciation of Roman civilization and its influence on our civilization. Whether results of commensurate importance could be secured through other studies with greater economy of effort and time, according to Mason D. Gray, in an article on "The Supervision of Latin", "can apparently be decided only on the basis of a controlled program of experiments extending over a considerable number of years and embracing not only those more tangible phases of Latin which are at present susceptible to reasonably exact measurement,

\(^1\)E. L. Thorndike, "The Influence of First Year Latin upon Ability to Read English" (School and Society, Vol. 17, Feb. 1923, Pp. 165-168.)

but also the more intangible products" which have been referred to. Naturally, a knowledge of the conjugation of a verb or a certain declension may be forgotten sometime after graduation, as well as the ability to translate a given passage from "De Bello Gallico", yet these intangible values remain to sustain the mental life of the graduate and to enrich his consciousness and prepare him for varied situations.

This study will develop with an examination of elementary Latin Texts belonging to the pre- and post-Classical Investigation periods, mainly first year Latin. Of course, there is a vastly larger number of text books issued previous to this period, but quite a number have been recently published in accordance with the revised specifications. The basic immediate objectives are listed in The Classical Investigation, (pp. 32, 79) as follows:

Primary objective: the progressive development of power to read and comprehend Latin. The secondary objectives are numerous and of uncertain definition, as for example, mastery in a progressive way of the elements of syntax, of proper inflections and conjugations, and, finally, of vocabulary.

The first year is not time to accentuate this reading ability, because the elements are too numerous and must first be mastered. At the same time, a steady grind on syntax is futile and exhausting. What is most to be desired

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is functional knowledge, which helps the student grasp the thought of a Latin sentence at sight. Much of the teaching process depends on the method of text-book presentation. Comprehension should be secured in the Latin rather than in the English order.

1. **Prominence of Latin**: The historical prominence of Latin in the curriculum of the high schools including the nineteenth century in both Europe and America make it an interesting study in the rapidity of current changes. After the time of the Colonial grammar schools, the nature of the work offered in this subject was practically unchanged until after the first decade of the present century, when searching questions were thrust forward into the accepted scheme of teaching, as to the aims and content of the subject matter.

First Year Latin as an entity, a distinct unity, is only of recent creation, for in all previous years before the Classical Investigation, it was considered only as the first step towards a complete collegiate and university education in Latinity. In certain recently published textbooks, of 1931 vintage, or 1930, this claim is being recognized most distinctly, though First Year Latin texts have been previously issued as a sort of step and goal towards a complete scholarly education on the old models, without regard to vocational aims. Such recent texts are devised "with the express purpose of providing for the great number of high school people who are unable to carry their study of Latin beyond the second year and for whom there is a need of a course of study involving greater value than the
traditional course in the Gallic wars alone." This quotation is typical of comments made in a variety of textbooks which recognize the limitations of the study and its declining importance as curricular material throughout the high school and college career.

A preface of a recent textbook declares: "The fact that the work of the first and second years of the high school Latin course should give value in itself, apart from being merely a preparation for later study, has come to be generally recognized. The number of Latin pupils whose study of the subject does not go beyond these first two years is very large in proportion to the total number studying Latin." Stress is placed on the chief values to be gained from a limited course of study for its better knowledge of the English language. The statement goes on to say, "This should involve on the one hand a clearer comprehension of grammatical structure and on the other an enlarged vocabulary and an increased accuracy in the use of words. If these are to be among the major objectives, they should be recognized in the organization of the material which is first presented." Accordingly, this and similar texts have been attractively remodelled so as to bring out the essential virtue of Latinity in conjunction with, and in relation to, English composition and literature.

Naturally, the ability to read and comprehend Latin literature is not to be achieved in a first year course,

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4Harry Fletcher Scott-First Latin Lessons-Prefaceiii, Chicago, Scott Foresman and Company 1922
and the condition prevailing throughout the high school career makes it evident that this goal is far from being attained even on graduation, as is recognized by the Investigation (pp. 37-40). "The development of these immediate and ultimate objectives should be continuous, concurrent, and interdependent." It is by this rule that the older texts are condemned and the new texts have been remodeled. A continuous instead of scattered process of text development is to be shown in first year exercises; concurrent processes in English etymology, history, etc. should be spread out comprehensively; and interdependent exercises and passages should illustrate the cumulative character of Latin and be proportionately distributed during the first year, in a complete though reduced scale.

2. Task of Text Book Writers: The task of the textbook writer is to set up the objectives comprised and to unify the course for the first year's study into exercises as explicit as possible, and to analyze each lesson in terms of the specific outcomes desired. (Franklin Bobbitt, "How to Make a Curriculum", Houghton Mifflin Co., 1924, p. 33). Also of value to text writers are the remarks of T. H. Briggs on "Curriculum Reconstruction in the High School." Besides the primary and secondary objectives already cited, such as


6Franklin Bobbitt, How to Make a Curriculum P. 33, Boston, Houghton Mifflin Co., 1924, P. 33

reading ability, knowledge of syntax, inflections, and vocabulary, there is necessarily a fluent and fair pronunciation of Latin, for the sake of ability to read simple Latin passages orally.

The acquisition of reading power in the first year is the sorest point of all, and critics have been forward in telling of this imperfect performance in Latin. Great is the difficulty when a piece of ancient prose previously unseen is placed before a student before completing the first year, especially when his hold on the paradigms is none too firm and his knowledge of vocabulary is slight indeed. Here again, the one who has been thoroughly trained has the advantage, for he really knows his forms. His vocabulary may be small before completing the first year, but at least it is thoroughly mastered. He has had a whole year in which to give himself to the business of perfecting his reading power.

There is no Latin author who is properly graded for rational practice in the art of reading. One sentence may be too simple and the others too complex. A chapter may be simple and another too difficult, and therefore the Latin must be specially manufactured, after a start has been made with vocabulary and syntax learned in the first few lessons. This reading knowledge will expand step by step, each lesson being skilfully preceded by a preparation covering all new material that is incorporated in that lesson, by an easy process without strain or friction. A class can thus be gradually brought along to a point where the transition to second year reading Latin of Caesar, Nepos, and others is
In short, the attack will be confidently made, thanks to a thorough grounding the first year.

While it must be admitted that the first year is a poor field for excursions into abstract syntax, the modern text books make this as agreeable a dose as can be swallowed. It is undeniably true that the boy or girl, who begins Latin after a sound elementary training and devotes the year under proper leadership to the business of laying a foundation in vocabulary and syntax, will soon have an ability to read simple passages. But old fashioned thoroughness is required for this foundational work, and the work so undertaken must be made attractive. There are texts which advocate compromising methods and are rather weak in structure. It is well, however, to have the essentials well learned by high school beginners,—both vocabulary and grammar. The object of a sound text book is to bring up the beginner so that in a comparatively short time he will be able to read simple Latin previously unseen, as Latin; the experiment followed so much criticism ten or eleven years ago, and was well worth applying, thanks to the numerous recently revised text books. There is dangerous loss of teaching power, of course, in following text books too closely. If at any time it is found that the class needs special drills upon certain points, then assignments of certain topics are to be made and sentences composed or provided by the teacher for that drill, independently of the manual in use. A process is thus developed by the teacher which develops, makes plain, and fixes in mind inflection, idioms, and syntax in a manner most useful to the
Latin student as well as to the student of other languages. If there seems to be somewhat of a grind in the process, we may consider this necessary to the process of sharpening the pupil's power to grasp the new language.

3. Elements Contributing to Primary Objective: Of the three elements, syntax, inflections, and vocabulary, it is difficult to determine the relative importance of each, as the Classical Investigation was unable to study the bearings of each feature separately, with reference to ability to read the language. However, the element of most importance contributing to reading ability is after all vocabulary, there being a highly positive relation between command of vocabulary and comprehension of the passage before the student. From the point of view of purely syntactical studies, there is little profit in reading ability. High grades in formal syntax do not presume higher grades in translation or comprehension, for the latter is not based primarily on memory power. A functional rather than a thorough knowledge is stressed in recent text books providing knowledge which aids the student to grasp the ideas as he reads the citation thus providing him with a genuine speech experience. The Latin sentence is to be appreciated in the Latin order, if the student is to be brought into direct contact with Roman genius and its

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masterpiece, the Latin sentence, rather than as an inter-
change of verbal symbols.

Much memory work has to be done to fix in mind the list
of essential Latin words, and drill is as necessary as in the
primary reading classes. The devices in use in these lowest
grades are with some modification found useful for first
year Latin, such as blackboard drill, contests in words, and
also the "flash method" by which drills are sped up, with
close attention from the class. Pronunciation and spelling
must also accompany the definitions of new terms, and Eng-
lish words should be suggested that parallel the Latin term
as closely as possible, thus facilitating translation and
also riveting English cognate words in mind.

The aim of Coy's "Latin Lessons for Beginners," all of
the Pre-classical period, is "to introduce the pupil early
to good connected Latin reading, and at the same time to
give him a thorough knowledge of the common forms and simple
constructions of the language." It is asserted here that a
knowledge of the forms is essential, due to the fact that
Latin is highly inflected; besides which, interesting reading
matter is early introduced with the object of setting before
the pupil a rational objective. Coy has sensed the disad-
vantage of too exclusive attention to the study of forms in
paradigms and in disconnected sentence models, instead of
furnishing vehicles for the conveyance of Latin thoughts and
ideas. He thus very early begins to offer readings and
translations of connected passages, especially from Viri

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11E. W. Coy, Latin Lessons for Beginners, New York,
American Book Company (1895)
Romaē. The vocabulary of each lesson is used three times, in each of the exercises. Further material is Nepos' Life of Timoleon, and some of the Gallic War, the seventh book describing the struggle for freedom under Vercingetorix. This book by Coy is intended to be complete in itself, containing all grammatical forms and rules, and omitting the unusual and exceptional, which is to be found in such a text as Harkness' Latin Grammar. It seems to the writer that Coy has comprehended all the difficulties of the Classical Investigation committee. As Coy confidently declares, "Many plans have been proposed to relieve the difficulties of the situation; but with the limited time at our disposal, I think that there is no better way than the one presented in this book".

It is claimed by the majority of pre-text book writers that the vocabulary of the first year should comprehend only 500 words, and that all the forms and syntax can be taught. Word learning is mostly memory work, and so drill must be systematic. This learning of the essential words is facilitated through analysis into component parts, which saves consulting every time, as for example, the various special words built around the stem "duco". The old and new Latin words can be connected with English words, whereby a way is opened for an appreciation of scientific and imaginative terms as based on root meanings. Through this discussion of roots and stems the Latin teacher has an opportunity to confer on the class a mastery of words through

12Albert Harkness, A Latin Grammar, New York, American Book Co. (1892)
the unique position occupied by Latin.

B. Methods

There are five methods employed in the elementary Latin texts used in the first year's course, the Grammatical, Psychological, Natural, Induction, and Graded Exercise.

1. THE GRAMMATICAL METHOD: In this method, the memory is stored with declensions, conjugations, rules of grammar, rules of syntax, and constructions, this being followed by easy readings and stories, the translation of which is supposed to be easy after the thorough drilling in the elements. This method was employed in the pre-classical investigations and is useful for the adult.

2. THE PSYCHOLOGICAL METHOD: This method tends to make the content of study more attractive, because the older Latin schools were more select and restricted to those of certain attainments, whereas our present high schools contain a mixed body of pupils from various schools and types of course whose average abilities are somewhat less.

3. THE NATURAL METHOD: This method assumes that the child has to learn Latin much as he learns English, first to speak some words and then phrases and short statements, and then taking up reading and learning grammar afterwards. This method, while effective, would require years for adequate results. The same charge is to be directed against the Psychological Method, which, while it utilizes the principles of direct association of word with action of subject and also emphasizes an abundance of illustration, duplicates experiences in a wasteful way, though it is adapted to younger children.
4. METHOD OF INDUCTION: Caesar's Commentaries, for example, requires the heroic method of direct study of Caesar's vocabulary and the elements of grammar. This is rather difficult and full of drudgery for the average teacher, but it can be done with inspiring methods.

5. GRADDED EXERCISE METHOD: This one is the one most used these days for first year books. Grammar and vocabulary are cumulatively and progressively developed. "From the simple to the complex, from the concrete to the abstract," are the primal elements of method most favored, for in this mode, easy sentence exercises evolve into exercises that are longer and more difficult in grammatical and vocabulary elements. Bulletin No. 35, of the Indiana Dept. of Public Instruction gives definite instructions as to method of handling the text books, the passage being too lengthy to quote at this point, but being particularly valuable to the teacher. In brief, it declares the first lesson should be read with the class, the pupils pronouncing the Latin words, and the first sections should be learned by constant references to them while pronunciation is being fixed in mind from the teacher's frequent repetitions. The spirit of Roman civilization with its reliance on regulation becomes tangible. Long vowels are to be marked. In translations, only idiomatic translations are allowable, and thought should be identified in the Latin way. Synonymous expressions are to be used for the same word, depending on its use in the sentence, rather than one English equivalent, as for instance, the words, patria, agri, laborare, videtur, etc., and all the articles and possessive pronouns necessary for lucid English should be interpolated. The Latin subjunctive is
to be rendered by the English equivalents, and to preserve correct emphasis, Latin active verbs can be translated into the English passive. However, the original should be rendered so as not to transmute the thought.

Lesson Plan for a chapter in Caesar, Ilios, etc., is similar to treatment of English composition lesson, being concerned first with the incident narrated or described, or the plot; the principal characters and their purposes and antagonisms; the setting or descriptive background, time, place, and pictorial elements; and, finally, the immediate outcome of the event and its effects. A list of the unknown words will, of course, first be selected by the pupils in advance and their significance discussed.
III. EXAMINATION OF FOURTEEN REPRESENTATIVE ELEMENTARY
LATIN TEXTS BELONGING TO THE PRE-CLASSICAL INVEST-
IGATION PERIOD

Text I²: This text is the oldest one considered by the
author. It consists of eighty-nine lessons, the last of
which gives a brief sketch of the Latin Syntax covering
twelve pages. The text was designed to give the important
parts of the Grammar of the Latin Language together with
what Anthon considered appropriate exercises in translating
and writing of Latin for the use of beginners. All grammar
points starting with the alphabet, treating parts of speech,
noun and adjective declensions, comparison of adjectives,
pronouns, conjugations, gerunds, gerundives, supines, irreg-
ular verbs, defective verbs, impersonal verbs, adverbs, pre-
positions, conjunctions, and interjections are included. When
a conjugation is treated the entire indicative, subjunctive,
and imperative moods are given. The first part of the book
is devoted to declensions and the next part to conjugations.

The sentences are all disconnected and very uninterest-
ing. There is no connected story or theme in any of the Latin
translation work. The book is constructed on the principle
that the beginner must first master the principle relative
to the inflections of the language and not until the principle
is mastered are there any exercises for translation. The
method is one of purely memory which relates principally to
declension of nouns and conjugations of verbs.

One lesson in this edition is termed "heteroclites",
which are words varying in their declension, having two dif-
ferent forms throughout or in some cases. The vocabulary is
given at the end of the text.

There are no pictures or illustrations of any type—
it is purely a Latin Grammar. The words are chosen not
from everyday language type but from the more difficult or
remote vocabularies.

The periphrastic conjugations are treated in Lesson
LXII—LXIII.

Text I: In keeping with its stage in the development
of elementary Latin text books this text presents all the
grammatical inflections. All these grammar portions are in-
troduced in the exact form and language of the author’s Gram-
mar. The paradigms are not only the same as in the Grammar
but they occupy the same place in each test, e.g., declension
of "mensa" (p. 11) in both "Introductory Latin" and his Gram-
mar. This work comprises a very distinct outline of Latin
Grammar, exercises for double translation, suggestions to the
learner, notes, and vocabularies. It is merely an intro-
duction to Mankes' Grammar, Reader, and Latin Composition
and discusses precisely the same points. Emphasis on the
vigorous use of memory is evident.

The book is divided into three parts, Part First Orth-
ography, Part Second Etymology, Part Third Syntax. Foot-
notes appear on almost every page. The lesson arrangement
plan is (1) A rule of grammar and exceptions, (2) Models,
phrases, and sentences, (3) Remarks on principles, (4) Vocab-
ulary, (5) Exercises.

This text belongs to the period which stresses syntax
and rules without reference to interest or appearance. No
maps or pictorial illustrations appear any place in the book.
Text 1

"A First Latin Book" was designed as a manual of systematic drill in the Elements of Latin introductory to Caesar's Commentaries on the Gallic War.

The book opens with a review of English Etymology and Analysis. Next come the elementary principles and definitions of Latin Etymology. These include all essential points from the alphabet to Declension of First Declension Nouns. There are seventy-eight lessons, the first being on First Declension. These lessons contain references to Grammars, (Allen & Greenough (Revised) & Harkness) notes, test-questions, and double exercises—one from Latin into English and one from English into Latin.

A special vocabulary for each of the first twenty-nine lessons is placed at the end of the book (pp. 259-265) and also a complete general vocabulary.

The subjunctive mood is introduced in Lesson ten. The use of it is considered in Lesson twenty-one. The last four lessons bestow particular attention to constructions on indirect discourse. The periphrastic conjugations are treated in Lesson LX.

The complete sentences are introduced quite early but they are purely simple disconnected sentences affording no personal interest in the translation. There are six pages (136-142) of Latin Narrative for translation based on Caesar's History of the Gallic War.

Notes have been arranged to give a complete outline of all essentials of Latin Etymology and Syntax. References are made to these in each lesson. An Appendix is added dealing with all essential forms inflection.
This text is purely grammatical in form being void of any visual illustrations which mark more modern texts.

Text I\textsuperscript{4}: This text is adapted to the Latin Grammars and prepared as an introduction to Caesar's Commentaries on The Gallic War. The author aimed to familiarize the pupil with the ordinary Latin inflections and the principles of Latin syntax and many words and expressions from Caesar's Commentaries. There are references made to seven of the best Latin grammars. The root and formation of stems are not referred to but in the elements of words declined and conjugated attention is directed to the stems, endings, signs, and connecting vowels. The exercises are chiefly from the Commentaries and the English exercise to be translated into Latin are so formed that they imitate the preceding models.

Only five pages (pp. 161-176) of fables and selections from early Roman history follow the Lessons which are ninety-two in number. Complete vocabularies are added; in the Latin-English part, some derivations of Latin words and also some English derivations are given. Not much stress is placed on these as this author considers "the chief work of the first year in Latin is to master the inflections and build up a vocabulary".

The verb is introduced early and made to alternate with the declensions. The lessons are long but the author deems them all necessary to insure proper preparation for Caesar. The first conjugation appears in Lessons X, XII, XIV, XV, XVI. The subjunctive mood appears in Lesson XVI, page 43. All forms, including infinitives, participles, gerund, and supine are treated in each conjugation as studied. The pass-
ive voice appears in Lessons XXXI, XXXII, and XXXIII. Deponent first conjugation verbs follow the learning of the regular first conjugation verbs as likewise do the deponents of the various conjugations follow their respective conjugations. All grammar and syntax is crowded into the one year's work for beginners.

The lesson plan used by Jones is (1) Rule of declension etc., with grammatical reference, (2) Vocabulary, (3) Pronounce, translate, and describe each word, (4) Write in Latin, (5) Notes and questions in detail.

**Text I**: Twenty pages of Essentials of Grammar dealing with parts of speech, the sentence, and inflections form a prefix to "First Year Latin" which is a text of seventy-five lessons. In addition there are two lessons, one on grammar essentials, the other on the alphabet, syllables, and pronunciation quantity. The verb is introduced at the very outset and the development of the tenses is continuous. The method of comparison is used in the verb treatment, e.g., similarly formed tenses in the different conjugations are put side by side thus fostering the habit of comparison and observation (see p. 112 for present subjunctive of moneo, rego, capio, and audio). There are fifteen review lessons and seventeen reading lessons. An Appendix (pp. 203-241), a summary of rules (pp. 241-245), and an index (pp. 303-311), together with the two vocabularies Latin-English and English-Latin comprise the last hundred pages of the text. Immediately at the close of the seventy-five lessons are selections for reading (pp. 171-202) consisting of anecdotes, stories of Hercules, stories of Ulysses, fables, and stories
of Roman History.

The arrangement of the lessons is (1) Model sentences and comment, (2) Rules of grammar, (3) Vocabulary, (4) Latin exercises, (5) English exercises.

Interspersed here and there are twenty-five pictures illustrating the different types of military men and weapons, Roman dress, architecture, and coins. One poem, "Nica, Nica", is presented.

Text 16: Latin Lessons for Beginners is a text including ninety-six lessons. An early introduction to connected reading is made (p. 47 in "The Beginnings of Rome) by Coy because he thoroughly believed that one of the chief objectives in the study of Latin was to learn to read and not a mere study of paradigms in disconnected sentences. Coy had in mind to avoid the usual difficulties experienced in passing from the mechanical side of the language seen in the forms and rules to grasping the thought as expressed in Latin works. Treated in the same manner as Viri Romae, presented in short form and accompanied with the necessary help in notes and vocabularies, is Nepo's Life of Timoleon and "The Last Struggle for Gallic Freedom" taken from the seventh book of Caesar's Gallic War. With these selected portions of Viri Romae, Nepos, and Caesar the author has made an attempt to render the passage from the first to second year work in Latin easier.

The grammatical instruction is introduced gradually as it is required in explanation of the text. Each lesson starting in Lesson XX contains a short passage from Roman history, notes on grammatical constructions in detail, a
Latin exercise for sight translation and one English for Latin translation—both based upon the passage that has been read. By this method the vocabulary is used three times and will be acquired more easily and more naturally than by mere mechanical memorizing of word lists. Attention is directed to English derivatives in Lesson I (p. 15) as likewise throughout the book.

The variable elements in inflections, the endings of nouns and adjectives, and the tense signs of verbs have been printed in heavier type. The book was intended to furnish material for one year's work. The unusual or exceptional has been excluded.

The first and second conjugations in the present imperfect and future active and the first declension nouns are presented in Lessons I-VI. The fourth conjugation present and imperfect active appears in Lesson VI before the third in Lesson IX due to its similarity to the second conjugation. Most third conjugation verbs are formed from stems ending in a consonant and in the other conjugations the present stem is the same as the verb stem. Lesson X takes up the future of the third and fourth conjugations together due to their likeness; Lessons XIV and XV deal with the perfect tense of all conjugations. The pluperfect tense of regular verbs is given in Lesson XVI and the future perfect in Lesson XVII. The imperfect subjunctive appears in Lesson XXXVI and is the only tense of the subjunctive treated until Lesson LVIII; the periphrastic conjugations appear in Lesson LXI; sequence of tenses with uses in indirect question, purpose clauses, and cum clauses is presented in
Lesson LXIII. The supine, gerund, and gerundive are not treated save in the Appendix. (A step toward postponement of some grammatical principles until later in the course).

Noun declensions are treated as follows: First Declension, Lesson V; Second, Lessons VII and VIII; Third, Lessons XI, XIII, and XLIII; i-stems, Fifth, Lesson XXII, and Fourth, Lesson XXIV. Adjective declensions come in their respective places, second declension adjectives with second declension nouns and third declension adjectives after third declension nouns.

Irregular and indefinite pronouns appear interspersed from Lesson XXI to LXVIII.

Text I: This work is arranged by Chapters sixty in number. Bennett followed the order of his Latin grammar in both forms and syntax. The vocabulary consists of about seven hundred fifty words, not including proper names, in most frequent use by Caesar and Nepos.

The sentences are taken directly from Caesar's Commentaries and can be recognized as essentially Caesar's. The reading selections which follow the lessons are the traditional fables connected with Roman history.

The English-Latin exercises for the first thirty-two chapters are placed after Chapter LX. The idea is to acquire forms before taking up English-Latin exercises.

The inflection of the present indicative of sum and the present indicative active of a first conjugation verb are given at the start. Adjectives of the first and second declensions are given immediately following second declension of nouns.
Syntactical principles necessary for simple sentences are given in the earliest lessons. This text is mainly founded on grammatical rules and constructions, with emphasis on inflections and syntax.

**Text I**: The report of the Committee of Twelve of the American Philological Association, which recommended twenty to thirty pages of connected text be covered during the first year, has been followed.

There are sixty-eight lessons which contain about eight hundred Latin words. The text covers the first and second invasions of Britain and the career of the Maeduan chieftain Dummorix. The amount is greater than either the second, third, or fourth book of the Gallic War. A Summary of Latin Syntax is arranged in the usual order of the grammars with references to the paragraphs of this book in which the topics are treated. There is also a Summary of Latin forms pages 262-290.

In 1891 the same authors wrote a text called "Inductive Latin Primer", which began at once upon the text of Caesar. The later text has sixteen introductory Lessons given to carefully selected rules and forms which lead most directly to a reading knowledge of Caesar. Few new forms or syntactical rules will appear when Caesar is taken up. The number of topics treated is reduced in the later edition of this text.

**Text II**: This book contains seventy lessons, including ten which are devoted to reading exclusively, and six supplementary lessons. The first seventy lessons contain what the author considered to be the minimum of what a pupil should know before he is ready to read Latin. About five hundred
words are presented in these lessons and the words are with few exceptions those most common in Caesar's Gallic War."

The supplementary lessons treat certain principles of syntax, conditional sentences, volitive subjunctive, indirect discourse, supine, and periphrastic conjugations, that may be postponed till after the first year's work. This is a step toward relieving the overcrowded first year work.

There is comparison of English and Latin constructions, the English point of view being presented first. Some four or five lessons are given over to one topic such as adjectives, pronouns, and nouns before taking up a new one. Under each lesson there are review exercises which use the vocabulary and constructions of the previous lessons.

Based on the vocabulary and constructions already studied there are selections taken from "Viri Romae" and the first twenty chapters of Caesar's Gallic War, Bk. II somewhat simplified (see pp. 209-230).

The appendix contains Tables of Declensions, Conjugations, etc. (pp. 230-266). There are eighteen illustrations and small cuts, also a map of the Roman empire in Caesar's time. The revision of this book was an attempt to simplify the work and be of help to the pupil beginning his elementary work, however, the derivative side of the Latin has been wholly omitted.

Text 1: Moore and Schlicher attempted in their book to find a better way of overcoming the difficulties that are met in the first year's work. They felt it folly to try to shorten the time by hurrying over the ground to be cover-
ed or by shortening the course. The basic principle upon which they proceeded was that genuine interest arising from the pupil actually doing the work will enable him to meet the problems of Latin as they arise.

**Vocabularies:** Only a moderate number of words is used in the exercises and their repeated use occurs at frequent intervals throughout the text. The regular exercises use only the words given in the vocabularies. A smaller number of new words than is usual in the supplementary exercises and likewise the longer reading exercises at the end of the lessons are found. The words are mostly those which occur with the greatest frequency in Caesar and Nepos. The complete forms of the genitive case in each declension and the principal parts of verbs of each conjugation are written out in full in the vocabularies until a pupil is familiar with their formation.

**Reviews:** There are six general reviews introduced at convenient points (pp. 36, 73, 99, 123, 141, 177) and in each review there is a classified summary of all the words, inflections, constructions, and idioms that have been used since the previous review.

**Irregular words:** When adjectives with irregular genitive and dative cases, irregular comparatives and superlatives, the possessive adjectives, and indefinite pronouns first occur together in a lesson, the pupil readily learns them but when these words appear unexpectedly in later exercises the pupil cannot be depended upon to recall these peculiarities. In consequence of this fact, these authors have first introduced all the most common of these singly
as individual words in the vocabularies and exercises and then they have devoted separate lessons to them gathered as related groups. The form and use of the possessive adjectives (pp. 12, 46) are firmly fixed before discussing their relation to personal and reflexive pronouns (p. 101); words like minimus, maximus, optimus, and pessimus are known as individuals before the irregular comparisons are taken up as a whole.

**Inflections:** Special attention is directed to verb structure—a tendency to eliminate the learning by rote. The relation between the different conjugations (as seen p. 91), and likewise declensions (p. 15 (a) and p. 50 (b).

**Constructions:** A little break from tradition in some matters is noted in the statements and discussions of grammatical points in view to making them simple and clear. Exercises which need no special explanation, such as construction similar to English ones, e.g., the complementary infinitive (pp. 134 and 135) and a number of prepositional phrases (p. 11), are first employed. in this manner a basis of comparison is obtained.

**Supplementary Reading Exercises:** No supplementary reading exercises have been introduced until Lesson LX and from then on one of these is found at the end of each lesson; after the completion of the lessons two longer exercises are added for further reading. None of the exercises contain new constructions not previously treated or words not found in regular vocabularies.

**Idioms and Phrases:** Many common phrases like "operam dare", "prima luce", and "qua de causa" are given consider-
able attention.

This text has certain features in common with Moores "First Latin Book"; the vocabularies are very much alike, the arrangement is much the same; the grammar explanations are almost entirely new and all the exercises are new, being more simple and containing illustrations of vocabulary and grammar points.

Text Ill: Hale in his "A First Latin Book" senses a lack of a situation necessary to make construction and meaning of words easier. His text is an attempt to present connected narrative without even so much as a mention of Caesar. The story is a boy's affair. A vocabulary of nine hundred sixty-one words is given. The words are predominantly Caesarian; of the few non-Caesarian most appear in Cicero or Vergil. The organization of vocabulary is so arranged as to put closely connected words in the same Lesson or Lessons not far removed--e.g. in Article 345: iungo and adiungo, suades and suavis, optimus and optime. The English and Latin vocabularies are of the same length.

All forms except the numerals are given in the body of the book proper. A novel feature for a text of this period is the repetition of forms as the active when the passive is given and the practical use of forms to enforce their meanings.

A more simplified system of syntax appears. The pupil meets illustrative sentences taken from previously read exercises. A summary of Syntax is given after the supplementary reading.

The reading material is largely dialogue in character. The book contains sixty-eight lessons and twelve chapters.
of supplementary reading.

Text II: The body of the book consists of seventy-nine lessons which are divided into three parts. Part I is merely an introduction devoted to pronunciation, accent, etc. Part II contains the first sixty lessons which are devoted to the study of forms, vocabulary, and some elementary constructions necessary for the translation of the reading matter. Part III consists of nineteen lessons based on syntax, the subjunctive mood, and irregular verbs. The last three lessons are a review of all constructions the book contains.

The vocabulary has about six hundred words. They are mostly Caesarian and the others are words taken from Cicero or Vergil. Special vocabularies are placed in the back of the book removed from the lessons. English words related to the Latin are added in each vocabulary. The author used Browne's "Latin Word List" and Lodge's "Dictionary of Secondary Latin" in selecting his vocabulary.

The constructions are presented first according to English usage and then Latin. The syntax is somewhat limited but still special attention is paid to the infinitive, gerund, and gerundive. Clearly it is evident the author is insistent upon Latin word order and sentence structure.

The material for reading is drawn from historical and mythological sources. The continued story at the end of the book reviews the chief incidents of a Roman boy's life, including his experience in Caesar's army. These selections are introduced very early in the text. Pages 226-282 consist of three appendixes, one dealing with declensions, and conjugations, one devoted to a review of syntax, and one giving
reviews of vocabulary and grammar including Lesson LXIX.

This book presents forty-four illustrations based on true Roman life.

In 1921 the same author produced a second text which contains one hundred and ten lessons, fifty-six for the first semester, and fifty-four for the second. The lessons are more numerous than in the earlier text but they are shorter.

The syntax includes what the author considered bare essentials. The prevailing tendency to omit some of the more difficult constructions is evidenced by the two optional lessons at the last on periphrastic conjugations, subjunctive of characteristic, and dative of agent.

The vocabulary is limited to five hundred and twenty words but it is still Caesarian in character; word formation and work in derivation are given some special work. Graphical representation of prepositions and of voices is introduced. This book presents eighty-five pictorial illustrations, two maps, and six Latin songs. Every story is illustrated and then there are quotations from different men relative to the value of Latin. Approach is made to Latin through English grammar. Related constructions are treated together, thus clarifying difficult English grammar.

The element of appealing to interest begins to appear, which marks a characteristic feature of the evolution of Elementary Latin texts.

Text I: This text was an attempt at simplicity and at the removal of the more difficult syntax and less frequently used forms until later in the Latin course. The prevalent discontent with text books is seen.
The vocabulary consisting of seven hundred ninety words is for the greater part based on Caesar. In connection with the review lessons which have been provided for special vocabulary review are lists of English derivatives which may help to relate the work to the pupil's study of English and to stress the Latin element in the English language.

The declensions of nouns and adjectives are taken up together quite early in the book (see pp. 4-31). Scott has used the method of reversing sentences as—"The woman calls the girl", "The girl calls the woman", thus stressing relations of this sort.

The reading is designed with the purpose of making translation of Caesar easy. In simple Latin the story of the first two books of the Gallic War is given. Quite noticeable are the phrases and constructions taken from Caesar. There are some selections from Suetonius which furnish a good background for Roman history. There are forty-four illustrations throughout the text which are very appropriate.

At the end is a list of familiar Latin phrases which are frequently found in English literature and also a number of mottoes and phrases which are in common use—hence another hook-up with English.

With few exceptions the recommendations of the Joint Committee on Grammatical Nomenclature have been followed. The name "past" instead of "past descriptive" is used in the indicative.

In 1922 Scott produced a first year book known as "First Latin Lessons"—Revised. Evidence of the knowledge that the traditional course in Latin with the recognized values seen
so far in the distance should be passe is quite clear. The exercises in this text take on the appearance of reading material and not isolated sentences. The study of English derivatives is introduced from the first through exercises well selected to demonstrate the use of words. The study of forms and vocabularies are arranged to properly lead up to the reading of easy plays that deal with classical myths which may make more natural appeals to the beginner.

Most of the irregular inflections have been postponed to the second year. The indicative, imperative, and infinitive moods are given. All subjunctive forms are reserved for the second year book of the same series.

The vocabularies in each lesson are relatively small as likewise is the amount of syntax.

The "j" has been used to represent the consonant "i" in the spelling of Latin words. No doubt the beginner can more readily see English and Latin relationships. Latin text books have never been uniform in spelling.

Such plays as "Circe", "Medicus", and "Polyphemus" are used for translation work.

Text I¹⁴: Eighty-three lessons form the body of this edition. The early lessons have been divided and made shorter—the first ten lessons of the older edition making twenty of this newer book. In the fifth lesson and continuing throughout the book forty passages of connected Latin are introduced. These are supplemented by the story of Ulysses and some passages from Caesar.

Work on derivation is given some special attention. Ten Latin verbs for each semester are chosen for the basis of
study in derivation; the required list for the first half year includes servo, loco, voco, puto, video, moveo, duco, mitto, dico, and capio and the required list for the second half year is navigo, doceo, timeo, sedeo, scribo, vinco, sumo, facio, iacio, audio. For optional lists of ten verbs for each half year see pages 289 and 296.

There are forty reading lessons in the eighty-three. The supplementary reading pages 245-255 gives the story of Ulysses and selections from Caesar. Following the reading are eight songs. Pages 275-323 are devoted to Frequency of Latin Words and Phrases, Helpful Hints, and Inflections.

Seventeen reviews appear in the eighty-three lessons. All points of grammar including the subjunctive mood, irregular forms, and the periphrastic are treated.
IV. EXAMINATION OF LATIN TEXTS BELONGING TO THE POST-
CLASSICAL INVESTIGATION PERIOD

A. Six Representative Elementary Texts

Text II*: Conforming to recent changes in method
"First Latin Lessons Revised" has some very outstanding
features. The vocabularies are short with nine words as a
maximum and usually with a less number. In lessons which
present declensions of such words as the relative qui or
hic, ille, is, etc., there are no new words except the word
inflected. The lessons are short and all forms and prin-
ciples to be learned are embodied in the lesson, with no
reference to the appendix for parts of the assignment. A
series of seventeen review lessons is given. Preceding the
first lesson the most essential principles of English gram-
mar are given. Each new grammatical principle, such as
position of the adjective (p. 29), is explained both in re-
lation to English and Latin.

Seven special "Word Study" lessons (pp. 55, 110, 143,
168, 201, 248, 323) furnish abundant Latin word study and
work with English derivatives. Background material dealing
with Roman life and history is presented on pages 47, 77,
99, 120, 134, 157, 183, 210, 229, 316, 342. There are one
hundred and forty-one illustrations which are closely con-
ected with the text, four maps, and five Latin songs.
Twenty reading exercises consisting of four dialogues and
narrative paragraphs are included. Three plays from Decem-
rabulae and the Perseus from Ritchie's Fabulae Faciles
follow the lessons.

The subjunctive mood, the periphrastic conjugations,
the supine, and gerundive, which commonly had been included in the first year texts, are omitted. This text largely represents the changes suggested by teachers disgusted with the overcrowded first year books of the pre-classical investigation period.

Text II: These authors published a beginner's text in 1923. This earlier book includes the subjunctive mood. This later edition has omitted the subjunctive, has added sections headed "Glimpses of Roman Life", and has put the Latin passages which occurred at the end of the 1923 text after the different lessons. By examination of this book one can see that all unimportant forms have been omitted and the syntax has been reduced to a minimum.

The vocabulary consists of five hundred fourteen words. Three hundred seventy-three are primitives and one hundred forty-one are derivatives. These words are arranged to enable pupils to associate them with their root meanings. Every lesson contains Latin and English Word Studies covering such topics as prefixes, suffixes, loan words, phonetic changes, spelling, interesting words, abbreviations, phrases, and quotations, etc.

A section of the Appendix (pp. 403-411) is devoted to the elementary principles of grammar. English and Latin examples illustrate these principles. Cross references to this material are given in the lessons at appropriate points. Constant reference is made to English usage and many difficult points in English grammar are elucidated, e.g., relative and interrogative with reference to English (pp. 296
Many unimportant forms commonly found in the older type beginners' books have been omitted. The minimum of syntax has been introduced.

The entire book consists of eighty-three lessons; the first twelve lessons deal with first declension and the first conjugation (present, imperfect, and future active), present imperative, and feminine adjectives; Lessons XIII-XXI cover second conjugation and the verb sum (present system active), the second declension nouns and adjectives in us, er, and um, the present infinitive, and vocative case; Lessons XXI-XXXIII deal with third and fourth conjugations (present system active) and all four conjugations passive of the present system, and adverb formation; Lessons XXXIII-XLI give the perfect system (active and passive) of the four conjugations, personal pronouns and possessive adjectives. The next eight lessons cover a review of the four conjugations, a review of principal parts, the interrogative quis, and the perfect participle. A study of the third declension constitutes Lessons L-LX. The ablative absolute is presented in Lesson LI. Demonstratives is, idem, and ipse, present and future active participles, the perfect infinitive (active and passive), and the future active infinitive compose Lessons LX-LXIX. Adjective and adverb comparisons, irregular adjectives, and adverbs are given in Lessons LXX-LXXIV. In the remaining lessons reflexive pronouns, numerals, and fourth and fifth declensions are presented. At the close of the book is a Latin play, "Saturnalia", and two Latin songs.

Text II: In 1922 this text was begun and was being written during 1923-25. It was revised after the Classical Report.

The reading consists of connected material dealing with Roman life, history, and mythology. There are a few exercises of non-connected reading matter used only to present some points of syntax.

Forms and Syntax—All new forms are used in the reading material before they are presented in paradigms, e.g., cases are used in some connected form with at least one grammatical idea represented before the first declension is taught in a paradigm.

The vocabulary consists of names of common objects. The words are such as have a number of Latin and English derivatives. The close relationship between the principles of Latin word formation and the English derivative is emphasized throughout the text.

Derivative work in this book is constantly presented and stressed. Not only is the Latin word connected with related English words but the changes in spelling or meaning are pointed out.

Many pictorial illustrations form an integral part of
the text. Some are actual photographs of ancient remains and they are descriptive of old Roman objects. Several maps are arranged as needed to help explain some Latin reading material. The old review type lesson is dislodged by the newer term "progress tests" of which we find seven interspersed through the seventy-five lessons which the book contains.

The irregular verbs and the subjunctive mood are postponed until the third semester. The number of forms and the order of their introduction conform to the findings of the general report.

Text II: The body of this text contains one hundred seventeen comparatively short lessons. The first forty-six lessons include the first and second declensions, the first and second conjugations in the indicative, present infinitive, present imperative, forms of sum and possum, adjectives of the first and second declension, and adverbs derived from them, personal, reflexive, possessive, and interrogative pronouns, the perfect passive participle, and the minimum of case constructions presented by illustration or use and not by formal terminology.

Lessons forty-seven to ninety-five have third declension, third and fourth conjugations, adjectives of the third declension, and adverbs derived from them, comparison of adjectives and adverbs, relative, demonstrative, and intensive pronouns, some few simple case constructions and the present infinitive in indirect discourse.

The last twenty-four lessons contain material for more advanced work, namely, the fourth and fifth declensions,
forms of the subjunctive, two indefinite pronouns, irregular verbs, all infinitives and participles, ablative absolute, deponent verbs, the volitive subjunctive, purpose and result clauses, and indirect questions. This work in these lessons is arranged for third semester work.

Vocabulary reviews occur every ten lessons. A collection of inflected forms, a summary of rules, and Latin and English vocabularies complete the text. Emphasis in this edition is on function rather than form. Diagrammatical illustrations are used with almost all new principles of syntax. Numerous pictures of human interest dealing with Roman persons and places are contained.

The reading includes a simple Latin play and two Latin songs.

Text II⁵: Vocabulary, syntax, and inflections are presented in connected Latin which is introduced in the first lesson. New words are first met in an enlightening context and their meaning is secured by related Latin and English words. Approximately five hundred fifty words form the vocabulary which is chosen for the importance of the words in English and Latin. The frequency of their occurrence in Latin literature generally and not in Caesar alone is the basis for their choice.

Text II⁵ includes abundant directions and suggestions of how to attack Latin sentences. Stress is laid upon teaching the pupil to grasp the thought of a Latin sentence in the Latin order.

Grammatical principles are presented in direct association with the same principles in English and are applied
to the correction of errors in English speech. Many principles of syntax such as ablative absolute, gerund, gerundive, supine, periphrastic conjugations, and subjunctive mood have been postponed until the second year. The functional idea of the elements taught is emphasized, as seen on pp. 223-226, in the treatment of demonstratives.

Throughout this text general language relationships and the value of Latin for English are given marked attention. There is systematic treatment of English derivatives. Each vocabulary presents the new Latin word, then the related English word and, lastly, the meaning. Stories of words form a continuous feature, e.g., the word congregare (p. 139) and millennium (p. 360). Simple spelling relations are developed and in this connection it is noted that consonant i is represented by j.

The introductions to the stories in English and the notes on Roman customs and life with the Latin reading material, which deals with Roman life, traditions, and mythology, form a historical background.

Text II⁵ is based on the recommendations of the "Report of the Classical Investigation" and consists of seventy-eight lessons.

Text II⁶: In both method and content this text conforms to the recommendations of the Report of the Classical Investigation and is classified as a new type first year book. There are eighty-five lessons in this volume.

The second lesson presents connected Latin narrative for content and not as an exercise based on grammar. The
reading is simple but connected, consisting of material dealing with classical mythology and Roman history.

The vocabulary, inflection, and syntax in each lesson are based on the Latin story in that particular lesson and are studied as an aid to reading the Latin (functional not formal). At regular intervals (Lessons 14, 24, 34, 44, 55, 64, 74, and 85) are systematic vocabulary reviews.

One lesson in every ten is devoted to derivation and the derivatives are from words in the vocabularies. Almost every lesson contains a Word Study based on the vocabulary of that lesson. A Latin motto or phrase heads each lesson and applies either to the Latin story or illustrates a grammatical point.

One hundred twenty-nine illustrations visualize Roman life, language, literature, and customs. The very appearance of the book in color and design is appealing. The subjunctive and its uses, irregular verbs except sum and possum, periphrastic conjugations, the supine, the gerund, and gerundive are not treated.

B. Seven Representative Second Year Books Containing Some Postponed Basic Elements

Text III: This edition represents nine years' experience with an earlier text and a study of the condition of the situation in elementary Latin teaching.

Some outstanding features of the New Second Year Latin Reader are:

1. A summary of all regular declensions of nouns and adjectives and all regular conjugations of verbs for re-
view (pp. 19-27).

2. The story of Hercules (pp. 27-45 and 58-60), which contains no subjunctive, is the first reading selection. Between these two stories are five lessons dealing with deponent verbs (pp. 46-51), participles in the active voice (pp. 51-54), the conjugation of volo and fero (pp. 54-56), and the gerund (pp. 56-58).

3. A series of sixteen lessons which deal with the subjunctive and a number of important topics of syntax, e.g., ablative absolute, indirect discourse, gerundive, and impersonal verbs, constitutes pages 65-120. Nine supplementary Lessons (pp. 121-135) including such topics as conditional sentences, the future passive participle, and the verb fio may be used or these principles may be taught informally with the reading.

4. The Argonauts (pp. 136-163) is the next reading selection. The uses of the subjunctive are frequently illustrated.

5. Bk. I of Caesar's Gallic Wars in simplified form and Bks. II-VII are given. Summaries have been given in English to take the place of the Latin text for certain more difficult chapters.


7. Three Lives from Nepos and the play, Troia Capta from Decem Fabulae, are included.

8. Ten Review Lessons (pp. 433-448) covering first year Latin are given and may be used as the instructor deems wise.
10. Appendix and Vocabulary.

Text III\textsuperscript{2}: This edition of five hundred forty-eight pages closely correlates Latin and English in constant comparison of English with Latin usage to explain principles of Latin syntax; there is special stress on English derivatives in special vocabularies. The first six introductory chapters (pp. 1-22) are arranged in two sections each, the first containing the principles of syntax and the second an easy Latin story. The periphrastic conjugations, irregular verbs, \textit{co}, \textit{fio}, \textit{fero}, \textit{volo}, \textit{nolo}, and \textit{malo}, subordinate clauses, and characteristic clauses form the syntactical principles presented.

The Argonauts (pp. 439-458) is put near the end of the book but can be assigned before reading Caesar.

The Training Camp includes the first twenty chapters of Book I of the Gallic War. This is arranged in chapters consisting of three sections each. The first division consists of: (1) a preliminary review upon inflections, (2) a vocabulary of approximately ten words, (3) certain principles of syntax with references to the appendix. A chapter of Caesar follows and last an exercise in Latin Composition.

The remainder of the book is devoted to further selections from Caesar's War in Gaul. Only the most significant portions are used for translation and English summaries furnish the translations of intervening passages. This latter part of the book (pp. 138-250) is for fourth semester's work.
Text III: Four parts form the body of this book. Part I gives a review of material covered in Lessons 1-73 of the first elementary text published by the same authors. A continued story of Roman family life presents the most important phases of the old Roman civilization. The form and syntax material in the lesson is given drill in every installment.

Part II has a type of material similar to Part I. A review of the subjunctive mood, as included in Lessons 74-100 of Elementary Latin, is presented in the ten lessons of Part II.

Part III contains graded reading taken from Livy, Eutropius, and Pliny. Quotations from Vergil, Horace, etc., are given. Part IV includes selections from the seven books of Caesar's Gallic War, Books I and II (simplified). The old type long passages of indirect discourse and those dealing with technical descriptions have been omitted.

Word study material is very apparent in Parts I-III. In all four parts are found sentences for Latin translation. The book is full of pictorial illustrative material dealing with Roman civilization. The Summaries of Inflections and Syntax cover all constructions in the book.

Text III: Text III is planned to conform to the postponement of certain specified grammatical forms and principles of syntax, such as fourth and fifth declensions (Lessons I and II), nine irregular adjectives (Lesson III), infinitives (Lesson IV), ablative absolute (Lesson V), gerund (Lesson V), comparison of irregular adjectives
(Lesson VI), and subjunctive mood (Lesson VIII-XIII). The volitive subjunctive, purpose and result clauses, indirect question, cum clauses, which previous to the Classical Investigation were taught in the first year, appear in this second year book for the third semester's work.

The reading material from Viri Romae (pp. 210-247) is greatly simplified. Simple exercises in English derivation follow the Latin readings. Word formation is stressed in each lesson by a special paragraph.

The book is amply illustrated with one hundred thirty-two pictorial illustrations referring to Roman life and eleven Maps and Battle Plans to clarify Caesar's Campaigns.

Text III: This is a text of six hundred seventeen pages. The first half (pp. 1-337) is reading material and notes, and the last half (pp. 337-617) is divided as follows: (pp. 337-375) grammar which gives a summary of inflections, (pp. 375-413) summary of syntax, (pp. 413-456) composition with necessary forms and syntax, (pp. 456-480) list of prescribed words, (pp. 480-491) word formation, (pp. 491-617) vocabularies. The division based on forms and syntax is designed for use in the third term.

This work consists of twenty-three lessons covering the irregular verbs volo, nolo, malo, fero, sum, and possum, fourth and fifth declensions, ablative absolute, active and passive periphrastics, subjunctive used in purpose and result clauses, indirect question, cum clauses, gerund and gerundive, deponents, and indirect discourse.

Three interesting stories, Perseus (pp. 1-9), Psyche
(pp. 9-35), The Argonauts (pp. 35-53), compose the reading material for the major part of the third term. The text was designed with the intent that the prepared lessons (pp. 413-456) on form and syntax be studied with the reading of these easy stories.

The Introduction (pp. XVII-LXVII) deals with the personality and achievements of Caesar and the age in which he lived.

Text III: This text is divided into Parts I (pp. 3-83), II (pp. 88-145), III (pp. 145-253), IV (pp. 253-279), V (pp. 279-515). Part I deals with mythology which provides for a review of the vocabulary, forms, and syntax of the first year. Some new points, e.g., the declension of quidam in Lesson 5, three participles and infinitives, Lesson 7, and the ablative absolute in Lesson 6, are introduced in the first eleven lessons. The new work actually starts with Lesson 5. Lesson 12 presents deponents.

Part II portrays the Roman citizen's ideals of his family life and his loyalty to them. The subjunctive mood, the volitive subjunctive, the forms and uses of the gerund, and result clauses are the new grammar principles considered.

Part III takes up purpose clauses, the irregular verbs fero, fio, eo, nolo, volo, and malo, cum clauses of description, indirect questions, and some case constructions, e.g., the ablative with deponents, ablative of comparison, and the dative of possession. Caesar's Gallic Wars.

Part IV is the story of the Argonauts. Cum causal and adversative clauses are introduced here for the first
time. Part V which consists of selections from Caesar has a distinctive feature of the continued lesson-plan. The grammar points considered in this division are the gerundive, relative purpose clauses, the periphrastic conjugations, the supine, and impersonal verbs.

The practice is to present new principles of syntax informally. The Appendix is used as a basis for securing a conception of the whole. This is a model text exemplifying the most modern methods.

Text III: The reading material is divided into four parts. Part I, Myths (pp. 1-56), and Part II, The Argonauts (pp. 57-114), consist of stories from classical mythology which are designed to appeal to human interest, as suggested by The First Beauty Contest, The First Aviators, and Saved From A Wicked Uncle. These two parts contain about twenty-four pages of actual Latin narrative distributed over thirty-two lessons. Part III (pp. 115-196) contains very attractive Latin reading material selected from more than thirty different Latin authors. The selections have been chosen to be within the comprehension of third-semester pupils. They have been simplified by the omission of more difficult passages or by the elimination of unusual words. In Part IV the same principle is followed in the first book of Caesar. The long passages in indirect discourse have been changed to direct. There are more than fifty pages of Latin reading in Part IV (pp. 187-385) selected from the seven books of Caesar's Gallic Wars. Summaries supply the omitted passages.

Forms and syntax are taught functionally. In the
thirteen lessons in Part I are presented the new points which are necessary for second-year reading. Distributed through twelve of the nineteen lessons in Part II the study of these new constructions is continued. Also a systematic review of almost all forms and syntax studied in the first and second years is given. Latin is carried out in connection with the treatment of a few special points in each lesson in Part II. In Part IV this review is repeated but with a different approach. Every grammatical point is treated two or three times.

The translation—grammar method is followed. A typical lesson in Parts I, II, and IV gives a Latin story, notes on the story, questions on comprehension, grammar study, exercises, and word study. The comprehension questions are not numerous but are suggestive of others. The exercises provide both oral and written Latin involving the application of the grammar study and required vocabulary. There is provision for English derivative study and Latin word formation and Latin in the Romance languages.

The book is full of unusual and purposeful pictorial illustrations which serve to illustrate the Latin stories or various phases of Roman life and art. Attractive titles for the pictures are designed to create interest. The book is quite attractive, due to the quality of illustrations and the arrangement of the different types of material in each opusculum. Attractive Readings in Latin such as Scribe Latine, Responde Latine, Memoriae Nanda, Reiterandum Est are used to advantage.
Latin—Second Year contains a wealth of varied and interesting material related to present-day life by pertinent illustrations from art. In Part III the pupils get a glimpse of Latin literature.
### TABLE I  NOUNS IN TEXTS OF GROUP I

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* I\(^{12}\) deals with 2 texts, the upper figures belonging to the earlier edition.
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V. TABLES AND DISCUSSIONS

A. Declension Of Nouns In Texts Of The Pre-Classical Investigation Period

Considering the tables made for the declension of nouns in the selected texts belonging to the pre-classical investigation period, the author notes that in I, the oldest text examined, all five declensions have been presented in Lessons 7-55 which is less than half way through the text. Texts I2 and I7 devote 7 and 6 (5-11) (3-8) lessons respectively to the declensions which in the former case is approximately 1/6 of the way through and in the latter case about 1/8 way through the book. I12 in the later edition deals with the fourth and fifth declensions practically 3/4 of the way through the lessons.

First Declension in eight cases is presented in one lesson, the other seven cases (considering both editions of text I12) spend two lessons for its presentation.

The Second Declension in only one instance, e.g., in I7, is developed in one lesson. Texts I1, I2, I6, I11, I14 develop the same in two lessons. The other texts vary in the number of lessons given to this declension, some using three and some four lessons. In no case is Second Declension presented beyond Lesson 14.

Third Declension is in no case confined to one lesson even in the older authors of the selected group. Texts I2 and I7 attempt to present the entire declension in two lessons. Text I1 spreads Third Declension out over thirteen lessons and actually declines fifty-one nouns in these lessons (Old Grammar Method). In the other cases from
three to six lessons are used for the development of this declension.

Text 17 presents the Fourth Declension in Lesson 8 which is the earliest presentation of this declension in any text. Text 12 is a close second to 17 for it presents the same content in Lesson 10. Texts 1, 3, 4, 5, 9, 10, 13, 14 wait until practically half way through the books before Fourth Declension is presented. No text uses more than one lesson on this declension.

Fifth Declension also seems to require but one lesson in every instance. In four cases the Fifth Declension appears in the lesson following the presentation of the Fourth. In 17 and 110 paradigms for Fourth and Fifth Declensions appear in the same lesson.

In examining the tables of noun declensions in Books of the Post-Classical Investigation Period the examiner sees that First Declension in the texts of the Post-Period is presented much more gradually and the cases are given one at a time in the order of Nom., Acc., Gen., Dat., and Abl. This new order of presentation is lost when the paradigm forms are given in the old traditional order. 114 and 115 develop this declension in Lessons 4 and 7 which corresponds to 113 and 1 of the Pre-Classical Group. Two texts, 111 and 115, correspond to 111 in developing First Declension in Lesson 10. Text 116 spends more time and practice on the different case forms before presenting paradigms than any other text; it uses twenty-three lessons in such development.
Three texts, \( II^1 \), \( II^2 \), and \( II^5 \), begin the Second Declension in Lesson 15 and develop it for three or four lessons. Only in two instances, \( II^3 \) and \( II^4 \), is there similarity to the Pre-Period Group. \( II^6 \) develops cases of Second Declension in the same manner as it develops First Declension. Paradigm forms are given in Appendix 10 and not in the lessons proper.

The Third Declension is postponed in every instance to Lessons 50-50. Texts \( II^6 \), \( II^2 \), and \( II^3 \) are the only texts of Group I which postpone Third Declension as late as Group II.

Evidence of radical postponement is noted in the Fourth Declension. The earliest appearance of this declension in the texts of this period is Lesson 50. The later edition of \( II^2 \) is the only text of Group I that could compare with Group II as \( II^2 \) presents the same in Lesson 75. Text \( II^4 \) postpones it until Lesson 96. However, this text has a greater total number of lessons in the book.

The Fifth Declension in \( II^3 \) and \( II^6 \) directly follows the presentation of the Fourth Declension. Text \( II^1 \) doesn't take it up until next to the last lesson of the text; Text \( II^2 \) delays it until two lessons from the end of the book; Texts \( II^3 \) and \( II^6 \) present the same in the third lesson from the end; Text \( II^4 \) postpones it until Lesson 98 but again this text has a greater total number of lessons.

The greatest similarity of Groups I and II in Fourth Declension is in the presentation of the Fourth and Fifth Declensions; the method and number of lessons used are alike.
The greatest difference is in the development of cases individually in Group II while in Group I paradigms are presented without this individual case development and before use is made of form.

The range of presentation of cases is greater in Group II than in Group I.
### TABLE III  ADJECTIVES IN TEXTS OF GROUP I

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I 1</td>
<td>12</td>
<td>31</td>
<td>46</td>
<td>42</td>
<td>46</td>
<td>89</td>
</tr>
<tr>
<td>I 2</td>
<td>Ex. 12, Ch.II. Ex. 13, Ch.II. Ex. 16, Ch.III. Ex. 14, Ch.II. Ex. 65.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I 3</td>
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<td>26,27</td>
<td>50</td>
<td>28,29</td>
<td>13</td>
<td>78</td>
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<td>I 4</td>
<td>6,7</td>
<td>37,38</td>
<td>57</td>
<td>39,40</td>
<td>7</td>
<td>92</td>
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<tr>
<td>I 5</td>
<td>8,10,11</td>
<td>27</td>
<td>37</td>
<td>41,42,43</td>
<td>53</td>
<td>75</td>
</tr>
<tr>
<td>I 6</td>
<td>7</td>
<td>51,52</td>
<td>68,69</td>
<td>41</td>
<td>96</td>
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<td>9,10</td>
<td>13</td>
<td>11</td>
<td>9</td>
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<tr>
<td>I 8</td>
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<td>I 9</td>
<td>2,5,7,9</td>
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<td>43,44,45</td>
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<td>76</td>
</tr>
<tr>
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<td>26</td>
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<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>I 11</td>
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<td>40,41</td>
<td>4</td>
<td>65,67</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>I 12</td>
<td>11</td>
<td>45</td>
<td>14</td>
<td>44,45,53</td>
<td>16</td>
<td>79</td>
</tr>
<tr>
<td>I 13</td>
<td>12,13,14</td>
<td>65,66,67</td>
<td>15</td>
<td>68,69,70</td>
<td>77</td>
<td>112</td>
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<tr>
<td>I 14</td>
<td>9-11</td>
<td>42-44</td>
<td>10,19</td>
<td>55-56</td>
<td>34</td>
<td>100</td>
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<td>25,26,27</td>
<td>34</td>
<td>71</td>
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</tbody>
</table>

*I 12 deals with 2 texts, the upper figures belonging to the earlier edition.
### TABLE IV ADJECTIVES OF TEXTS OF GROUP II

<table>
<thead>
<tr>
<th>Text</th>
<th>Conj. I &amp; II</th>
<th>Conj. III</th>
<th>Possessive</th>
<th>Comparison</th>
<th>Irregular</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>II_1</td>
<td>20-22</td>
<td>68,70</td>
<td>20,78</td>
<td>85,87,88</td>
<td>App.</td>
<td>93</td>
</tr>
<tr>
<td>II_2</td>
<td>4,15,17,19</td>
<td>56</td>
<td>36</td>
<td>70,72,73</td>
<td>64</td>
<td>83</td>
</tr>
<tr>
<td>II_3</td>
<td>12,13</td>
<td>53,56,57</td>
<td>14</td>
<td>59-62</td>
<td>82</td>
<td>75</td>
</tr>
<tr>
<td>II_4</td>
<td>18</td>
<td>67,68</td>
<td>26</td>
<td>70,73</td>
<td>82</td>
<td>117</td>
</tr>
<tr>
<td>II_5</td>
<td>18</td>
<td>57,56</td>
<td>21</td>
<td>70,72</td>
<td>85</td>
<td></td>
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<tr>
<td>II_6</td>
<td>24</td>
<td>64</td>
<td>15,48</td>
<td>73,75</td>
<td>63,67</td>
<td>78</td>
</tr>
</tbody>
</table>
B. Adjective Declensions

Tables made relative to the position of adjectives in the respective lessons show that Group I has adjectives of the first and the second declensions appearing in all texts not later than Lesson 15 and none earlier than Lesson 4. Six texts, (I1, I2, I3, I6, I11, I12, first edition) of this group present them in one lesson. Texts I4, I7, I8, I10, I13, I14 use two lessons for the same presentation; Texts I5 and I12 use three lessons while I9 devotes four lessons to the same development.

The Third Declension adjectives have a wider range of appearance in the various texts. Texts I6 introduces them in Lesson 7 in which first and second declension adjectives also are treated; Text I7 does practically the same; I12 and I13 use three lessons; Texts I1, I2, I5, I8, and I10 present all third declension adjectives in one lesson. It is evident from the tables that adjectives of the first and second declensions follow nouns of the same declensions, just as adjectives of the third declension follow nouns of that declension.

Possessives are not presented in three of the texts, namely, I6, I8, and I10; Text I11 presents them in Lesson 4 which is the earliest lesson in which possessives are presented; four others, I2, I9, I12, I13, introduce possessives in Lessons 10-19; the others range from 37-57.

Comparison of adjectives appears earliest in I7; Text I2 presents comparison in Lesson 14. Not much regularity
in position of adjective comparison is apparent. Texts I², I⁷, and I⁸ follow the old type grammar presentation; Text I¹² (later edition) has the shorter type lesson and therefore has comparison coming in a later lesson.

The nine irregular adjectives appear in all the Group I texts with the exception of I², I⁴, I⁷; Text I¹¹ treats them along with adjectives of the first and second declensions. In three texts they appear in Lesson 34 which is 1/3 to 1/2 way through the respective texts.

Group II texts develop adjective declension similarly to noun declension. Case forms of the various adjectives and the various degrees are encountered in the reading before their paradigms are presented. Text I² is a good example of this point; Lesson 4 of I² presents feminine adjectives and Lesson 15 presents masculine adjectives while Lesson 17 develops masculine er adjectives; Lesson 19 completes first and second declension of adjectives by presenting the neuter gender. This procedure of development is apparent in the texts of the Post-Period. The texts of both Group I and Group II have first and second declension adjectives immediately following first and second declension nouns. Texts II¹ and II⁶ present the third person possessive in separate lessons; the possessives of the other persons are considered in Lessons 14-36.

Comparison in Group II is treated in much the same way as in Group I. In no instance is an attempt made to develop it in less than two lessons.
Irregular adjectives are missing in II³, and II⁴, and are only found in the Appendix of II¹. Just half of the texts of Group II present the nine irregular adjectives in the lessons of the text proper.
### TABLE V PRONOUNS IN TEXTS OF GROUP I

<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Text</td>
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<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
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<tr>
<td>I&lt;sup&gt;1&lt;/sup&gt;</td>
<td>46</td>
<td>46</td>
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<td>46</td>
<td>46</td>
<td>46</td>
<td>89</td>
</tr>
<tr>
<td>I&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>Ex. 16</td>
<td>Ex. 16</td>
<td>Ex. 16</td>
<td>Ex. 16</td>
<td>Ex. 16</td>
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</tr>
<tr>
<td>I&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>51</td>
<td>78</td>
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<td>I&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>60</td>
<td>57</td>
<td>57</td>
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<td>92</td>
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<td>I&lt;sup&gt;5&lt;/sup&gt;</td>
<td>33</td>
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<td>75</td>
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<tr>
<td>I&lt;sup&gt;6&lt;/sup&gt;</td>
<td>21</td>
<td>App.</td>
<td>App.</td>
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<td>88</td>
<td>23,80,50</td>
<td>96</td>
</tr>
<tr>
<td>I&lt;sup&gt;7&lt;/sup&gt;</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>60</td>
</tr>
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<td>I&lt;sup&gt;8&lt;/sup&gt;</td>
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<td>57</td>
<td>23</td>
<td></td>
<td>21,38</td>
<td>68</td>
</tr>
<tr>
<td>I&lt;sup&gt;9&lt;/sup&gt;</td>
<td>32</td>
<td>35</td>
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<td>48</td>
<td>50</td>
<td>31,33</td>
<td>76</td>
</tr>
<tr>
<td>I&lt;sup&gt;10&lt;/sup&gt;</td>
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<td>17</td>
<td>41</td>
<td>41</td>
<td>App.</td>
<td>17</td>
<td>73</td>
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<tr>
<td>I&lt;sup&gt;11&lt;/sup&gt;</td>
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<td>25</td>
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<td>29</td>
<td>27,28,54</td>
<td>19,20,22</td>
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<td>I&lt;sup&gt;12&lt;/sup&gt;</td>
<td>38</td>
<td>38</td>
<td>49</td>
<td>49</td>
<td>52</td>
<td>17,50</td>
<td>79</td>
</tr>
<tr>
<td>I&lt;sup&gt;13&lt;/sup&gt;</td>
<td>55</td>
<td>56</td>
<td>78</td>
<td>78</td>
<td>81</td>
<td>24,79</td>
<td>112</td>
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<tr>
<td>I&lt;sup&gt;14&lt;/sup&gt;</td>
<td>44</td>
<td>72</td>
<td>62</td>
<td>63</td>
<td>73,75</td>
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<td>49</td>
<td>50</td>
<td>50</td>
<td>55</td>
<td>53</td>
<td>71</td>
</tr>
</tbody>
</table>

*I<sup>12</sup> deals with 2 texts, the upper figures belonging to the earlier edition.*
### TABLE VI PRONOUNS IN TEXTS OF GROUP II

<table>
<thead>
<tr>
<th></th>
<th>Rel.</th>
<th>Inter.</th>
<th>Per.</th>
<th>Reflex</th>
<th>Indef.</th>
<th>Dem.</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
<td>Lessons</td>
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<tr>
<td><strong>II^1</strong></td>
<td>65</td>
<td>33</td>
<td>78</td>
<td>62</td>
<td>App.</td>
<td>25,30,36</td>
<td>93</td>
</tr>
<tr>
<td><strong>II^2</strong></td>
<td>42</td>
<td>44</td>
<td>36</td>
<td>60</td>
<td>App.</td>
<td>59,62</td>
<td>83</td>
</tr>
<tr>
<td><strong>II^3</strong></td>
<td>71</td>
<td>36</td>
<td>23</td>
<td>74</td>
<td></td>
<td>31,70</td>
<td>75</td>
</tr>
<tr>
<td><strong>II^4</strong></td>
<td>54</td>
<td>32</td>
<td>23</td>
<td>25</td>
<td>108</td>
<td>24,79</td>
<td>117</td>
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<tr>
<td><strong>II^5</strong></td>
<td>68</td>
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<td>22,28</td>
<td>60</td>
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<td>30,35,39</td>
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<td><strong>II^6</strong></td>
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<td>13,20,23</td>
<td>46</td>
<td></td>
<td>43,44</td>
<td>78</td>
</tr>
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</table>
C. Pronouns

An examination of the tables presenting pronouns reveals that Text I presents the relative, interrogative, personal, reflexive, indefinite, and demonstrative pronouns in Lesson 49. Text II likewise presents the six kinds of pronouns in one lesson (Exercise 16, Chapter III). Text III develops pronouns in five lessons (50-54). Text IV reveals personal and reflexive pronouns in Lesson 57 while indefinites and the interrogative are developed in Lesson 60; Lesson 58 takes up the demonstrative and the relative appears in Lesson 59. Text V presents the interrogative and demonstrative in Lessons 18 and 17. Demonstratives are continued in Lesson 51. Lesson 55 develops the personal and reflexive while 53 presents the relative. Text VI has indefinites deferred to Lesson 63 which is just eight lessons from the end of the book; the interrogative and personal pronouns are only given in the Appendix; the relative and reflexive are developed in Lessons 61 and 66 respectively. Text VII puts the relative, interrogative, and indefinite in Lesson 15, the personal and reflexive in 13, the demonstrative in Lesson 14; this is quite similar in development to V. Text VIII fails to present indefinites at all; no one lesson presents any two kinds of pronouns. Text IX develops pronouns in seven lessons. Text X has indefinites in the Appendix; Lessons 16 and 17 present the relative, interrogative, and demonstrative. Text XI presents demonstratives in Lessons 19, 20, and 22; indefinites are presented in 27, 29, and 54 while the relative and interrogative appear in Lesson 28; the personal and reflexive follow in Lesson 29. Text XII develops the relative
and interrogative in Lesson 28, the personal and reflexive in
49; the demonstratives appear in Lessons 17 and 50; Lesson
52 presents indefinites. Text I12 (second edition) has a
separate lesson for the relative; the personal and reflex-
ive in Lesson 78 are followed by the demonstrative in 79; the
indefinites are put in Lesson 81. Text I13 puts demonstra-
tives in Lesson 11, the interrogative and indefinites in
Lessons 72, 73, and 75, the relative in Lesson 44, the
personal and interrogative in Lessons 62 and 72. Text I14
starts pronoun development in Lesson 48 with the introduction
of the relative followed by the interrogative in 49, the
personal and reflexive in Lesson 50, demonstratives in
Lesson 53 and indefinites in Lesson 55.

Ten texts of Group I in addition to I1 and I2 present
the personal and reflexive pronouns in the same lesson.

Group II has a noticeable absence of the indefinites
from the body of the lessons of the text. Only II4 has them
presented in a regular lesson. Three texts do not present
them in any form and two have them only in paradigm form in
the Appendix.
<table>
<thead>
<tr>
<th>Table VII: Verbs in Texts of Group I</th>
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<tbody>
<tr>
<td><strong>Conjugations</strong></td>
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<tr>
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*12 deals with 2 texts, the upper figures belonging to the earlier edition.
### TABLE VIII  VERBS IN TEXTS OF GROUP II

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<th>II Conj.</th>
<th>III Conj.</th>
<th>IV Conj.</th>
<th>Irregular</th>
<th>Total</th>
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</thead>
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<td>Lessons</td>
<td>Lessons</td>
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<td>63,83</td>
<td>Supp. 9</td>
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<td>31,33,35,38</td>
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<td>83</td>
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<td>28,34,35,37,38</td>
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<td>102,105,107</td>
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<td>47,48,56,75</td>
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<tr>
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<td>68</td>
<td>71</td>
<td>78</td>
</tr>
</tbody>
</table>
D. Verb Conjugations

Evidence is given in the tables for conjugations of verbs that $I^1$ has all conjugations in one lesson (47) just as all pronouns of the same texts are treated in Lesson 46. Text $I^2$ devotes Chapter IV (exercises 20-49) to the four conjugations; Text $I^3$ presents the Fourth Conjugation before in verbs of the Third Conjugation; Text $I^4$ uses a similar procedure; Text $I^5$ is the first text in which an overlapping of tense development is noted; the idea of comparison and contrast enters into this text and can be seen in $I^6$, $I^7$ (slightly), $I^8$, $I^9$, $I^{11}$, $I^{12}$, and $I^{13}$. Text $I^{10}$ is like $I^3$ and $I^4$ in method of presentation of the various conjugations.

Irregular verbs in $I^1$ appear in one lesson only, just as all regular verbs appear in one lesson of the same text. This one lesson (76) presents eight irregular verbs, namely, eo, prosum, queo, volo, nolo, malo, fero, and fio. $I^3$ is the only other text including queo in the list. Text $I^2$ contains no irregular verbs except sum; Text $I^6$ has its irregular verbs in the Appendix. All other texts of this group use from two to five lessons in the presentation of irregular verbs. In every case irregular verbs follow the presentation of the regular conjugations. sum and possum are the only two presented along with the paradigms of regular verbs. Text $II^1$ introduces the paradigm of the present tense active of the first conjugation in Lesson 10 and ten lessons later, the present passive; it has the present tense of the second conjugation appear before any additional tenses of the first are given; the imperfect active of both conjuga-
tions are developed in Lesson 32; three lessons later is found the imperfect passive of the two conjugations together; the future active and passive of the first and second conjugations are presented together so comparison can be made; the perfect active of these conjugations is given in the same lesson, Lesson 47; the perfect passive is presented in Lesson 53 and no more is done with these conjugations until Lesson 83 where the future perfect active and the entire perfect system is developed. This is a striking example of the gradual development of the conjugations in the newer texts. The third conjugation is taken up in Lesson 54 in the same manner with the exception that present active and passive appear together followed by 10 verbs of the same conjugation in Lesson 56. The fourth conjugation comes on the scene in Lesson 58 with active and passive in the same lesson. Lesson 60 presents the imperfect active and passive of the third and fourth conjugations; Lesson 63 continues with the third and fourth conjugations in the future active and passive. Lesson 83 presents all conjugations in the perfect system.

Evidence of slow development of the conjugations with form and function linked together appears in this text; the postponement of the perfect system until near the end of the text is noticeable. Texts II¹, II⁵, and II⁶ are exactly 10 lessons from the end of the texts when future perfect is presented.

Texts II⁵ and II⁴ begin the conjugations in the same lesson and development in the first two conjugations is al-
most identical. Texts II\textsuperscript{1}, II\textsuperscript{4}, and II\textsuperscript{6} have the third and fourth conjugations appear later than do II\textsuperscript{2}, II\textsuperscript{3}, and II\textsuperscript{5}; Text II\textsuperscript{5} uses only one lesson for the presentation of the fourth conjugation; Text II\textsuperscript{3} uses only two lessons for the presenting of fourth conjugation and the io verbs of the third. Text II\textsuperscript{4} develops similar tenses of the first and second and similar tenses of the third and fourth conjugations in the same lessons. Text II\textsuperscript{5} employs only five lessons for all third and fourth conjugations. Text II\textsuperscript{6} like II\textsuperscript{1} and II\textsuperscript{4} employ six and five lessons respectively for developing the third and fourth conjugations.

In summary of the range employed, Text II\textsuperscript{1} devotes 70 lessons, Text II\textsuperscript{2}-34 lessons, II\textsuperscript{3}-36 lessons, Text II\textsuperscript{4}-59 lessons, Text II\textsuperscript{5}-64 lessons, and II\textsuperscript{6}-65 lessons to the conjugation of verbs.

Text II\textsuperscript{1} presents only two irregular verbs volo and fero in addition to sum in Lesson 12 and possum in 76. These two appear only in the supplementary Lesson IX. Text II\textsuperscript{2} presents sum in Lessons 18, 34, and 37, possum in Lesson 46; no other irregular verb appears even in the Summary of Inflections. Text II\textsuperscript{1} presents only two irregular verbs, volo and fero, in addition to sum in Lesson 12 and possum in 76. These two appear only in the Supplementary Lesson IX. Text II\textsuperscript{2} presents sum in Lessons 18, 34, and 37, possum in Lesson 46; no other irregular verb appears even in the Summary of Inflections. Text II\textsuperscript{3} devotes Lessons 64, 68, and 69 to the presentation of three verbs nolo, eo, and possum, which are the only irregular verbs considered. Text
II⁴ presents irregular verbs in Lessons 102, 105, and 107. Text II⁵ has no lessons giving irregular verbs. Text II⁶ has only sum and possum which appear in Lesson 71.
TABLE IX BASED ON TEXTS OF GROUP I

Adverbs, Abl. Absolute, Indirect Discourse

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*I12 deals with 2 texts, the upper figures belonging to the earlier edition.
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<tr>
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<th>Indir. Disc.</th>
<th>Total</th>
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<td>I Supp.</td>
<td>91, VII Supp.</td>
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<td>67,68</td>
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<td>II⁶</td>
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<td></td>
<td>72</td>
<td>78</td>
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</table>
E. Adverbs, Ablative Absolute, and Indirect Discourse

Tables for adverbs, ablative absolute, and indirect discourse reveal the fact that the formation and comparison of adverbs are presented similarly in both Groups I and II and in no text of either group are they missing.

The ablative absolute is presented in the very last lesson of I; Text I does not even present this construction in any explanatory form. Text I introduces it in Lesson 9 which is the earliest lesson it appears in any text considered. The treatment of it is poorly presented and little stressed. With the exception of I and I this construction is met in Lessons 34-67.

Indirect discourse is considered in all Group I texts except I and I. In I the construction is taken up early in the lessons (Lesson 26). In all the other cases indirect discourse appears in Lessons 52-85.

Group II has two texts, II and II, in which ablative absolute isn't even introduced and one text, II, in which it is only taken up in Supplementary Lesson I. In no instance does it appear earlier than Lesson 51 which is 32 lessons from the end; in II it is only 7 lessons from the last.

Indirect Discourse is apparent in all Group II texts. Text II introduces it the second lesson from the last and continues it in Supplementary Lesson VII. This is a mark toward postponement until third term work.
Failure of $I^1$ and $I^2$ to present indirect discourse and of $I^2$ to present ablative absolute is due to the type books they are. Explanation is only found in grammars used in connection with them.
### TABLE XI BASED ON TEXTS OF GROUP I

Gerund, Gerundive, Supine, Periphrastic Conjugations

<table>
<thead>
<tr>
<th>Text</th>
<th>Gerund</th>
<th>Gerundive</th>
<th>Supine</th>
<th>Periph. Conj.</th>
<th>Total</th>
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*12 deals with 2 texts, the upper figures belonging to the earlier edition.
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F. Gerund, Gerundive, Supine, and Periphrastics

Facts apparent in examining the tables for the gerund, gerundive, supine, and periphrastics are: Group I has the gerund introduced in every text considered. There is no apparent uniformity as to the position of this construction in the texts, as revealed by the fact that no text presents it earlier than Lesson 17 and none later than Lesson 94.

The gerundive is not presented in I^2 but is considered in all the other books of this group. Note that eight texts, I^3, I^6, I^7, I^8, I^9, I^{11}, I^{12} (both editions), and I^{14} present the gerund and gerundive in the same lessons.

The supine is apparent in all Group I texts except I^{12} and I^{14}. Not much is made of this construction in these texts but such a construction is presented.

The periphrastic conjugations are not even mentioned in I^2, I^{13}; Text I^{12} does not mention them in the early edition and only presents them in Optional Lesson B of the later edition.

Group II has one text II^4 which presents the gerund in the regular lessons; Text II^1 has it in Supplementary Lesson X. The gerundive is missing in all texts of this group. It is mentioned in the formation of the passive periphrastic in II^1.

The supine is wanting in all texts of Group II.

The periphrastics are only seen in II^1 Supplementary Lesson V.

There is noticeable evidence of the postponement of gerund, gerundive, supine, and periphrastic conjugations to later work.
## TABLE XIII  SUBJUNCTIVES IN TEXTS OF GROUP I

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Indir. Ques.</th>
<th>Volitive</th>
<th>Cum Cl.</th>
<th>Conditions</th>
<th>Result</th>
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*112 deals with 2 texts, the upper figures belonging to the earlier edition.
### TABLE XIV SUBJUNCTIVE IN TEXTS OF GROUP II

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<thead>
<tr>
<th>Subjunctive Mood</th>
<th>Purpose</th>
<th>Indir. Ques.</th>
<th>Volitive</th>
<th>Cum Cl.</th>
<th>Conditions</th>
<th>Results</th>
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<tr>
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</table>
G. Subjunctive Mood

With reference to the subjunctive mood the author notes that Text I gives the subjunctive mood in paradigms but only one of the uses listed, the subjunctive of purpose, is presented. Text I² has only the volitive use of the subjunctive explained and this explanation is in a foot-note page 53. Text I⁶ presents no volitive use of the subjunctive and no result clauses. Text I⁸ and both editions of I¹₂ present no conditional clauses. Texts I⁸ and I¹₂ seem to have felt the need of some postponing of forms. Lesson 21 is the earliest any subjunctive use is presented in any text and that is in Text I⁸. The range of lessons presenting purpose is from 21-89. Five of the texts in Group I present purpose in Lessons 43-48.

Indirect question is in Lesson 49 of Texts I⁵ and I¹⁴. The range for this use of the subjunctive is not so great.

The volitive use of the subjunctive has practically the same range as do purpose clauses (Lesson 24-89).

Cum clauses are developed in three lessons in three different texts, I³, I⁴, and I¹³. Texts I⁷, I⁸, and I¹⁰ use two lessons for the same content. One lesson in texts I⁵, I⁶, I⁹, I¹¹, I¹², I¹⁴ is devoted to cum clauses.

Conditional clauses fail to even appear in texts I¹, I², I³, and I¹². The range in which this use does appear is from Lessons 53-100. Three texts have this construction in Lessons 53-78; four texts present the same use in Lesson 70-77.

Result clauses are absent in texts I¹, I², and I⁶. Text
I² presents this use in Lesson 29 which is the earliest lesson developing this construction.

The subjunctive mood is not even in evidence in Group II except in II⁴ which presents all the listed uses except conditional clauses.
### TABLE XV  BASED ON TEXTS OF GROUP III

<table>
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<tr>
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<th>Indirect Discourse</th>
<th>Ablative Absolute</th>
<th>Irregular Verbs</th>
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<td>14</td>
<td>App. 60</td>
<td>5,9</td>
<td>548</td>
</tr>
<tr>
<td>III³</td>
<td>22</td>
<td>19</td>
<td>24,51,64,68</td>
<td>419</td>
</tr>
<tr>
<td>III⁴</td>
<td>20</td>
<td>30</td>
<td>Gram. 466-470</td>
<td>641</td>
</tr>
<tr>
<td>III⁵</td>
<td>Gram. 407</td>
<td>Gram. 366</td>
<td>Gram. 366-373</td>
<td>631</td>
</tr>
<tr>
<td>III⁶</td>
<td>App. 84</td>
<td>49</td>
<td>173,189,195,202</td>
<td>521</td>
</tr>
<tr>
<td>III⁷</td>
<td>82</td>
<td>Syn. 416</td>
<td>16,24,33,37,43</td>
<td>434</td>
</tr>
</tbody>
</table>
H. Indirect Discourse, Ablative Absolute, and Irregular Verbs

Since the tables for Group III deal with second year texts, the author is making a separate discussion of them. Indirect discourse is treated in a range of 91 pages in III³, III⁴, III¹, III², III⁷; III⁵ and III⁶ have it considered in Grammar page 407 and Appendix page 84.

Ablative absolute, likewise, is studied in all of the listed texts and the range is equally variable. Page 30 is the earliest in any text and page 416 is the latest it is introduced. Texts III¹, III², III⁵, and III⁴ present it on pages 19-92. Three texts, III², III⁵, and III⁷, have it only in the Appendix, Grammar, and Syntax divisions.

Irregular verbs hold an important place in III¹, III², III⁵, and III⁷ for they are in evidence early in those texts. Texts III⁴ and III⁵ only show them in the Grammar section; Text III⁶ presents them before much reading in Caesar is offered.
<table>
<thead>
<tr>
<th>Subjunctive Of:</th>
<th>Purpose</th>
<th>Indir. Ques.</th>
<th>Vol.</th>
<th>Cum Cl.</th>
<th>Conditions</th>
<th>Result</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Pages</td>
<td>Pages</td>
<td>Pages</td>
<td>Pages</td>
<td>Pages</td>
<td>Pages</td>
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<tr>
<td>III1</td>
<td>96</td>
<td>98</td>
<td>108</td>
<td>85-89</td>
<td>132-134</td>
<td>83</td>
<td>542</td>
</tr>
<tr>
<td>III3</td>
<td>39</td>
<td>54</td>
<td>36</td>
<td>51,103</td>
<td>Syntax 413</td>
<td>43</td>
<td>419</td>
</tr>
<tr>
<td>III4</td>
<td>59</td>
<td>76</td>
<td>50</td>
<td>88, Syn.485</td>
<td>Syntax 487</td>
<td>67</td>
<td>641</td>
</tr>
<tr>
<td>III5</td>
<td>Gram.400</td>
<td>Gram. 405</td>
<td>Gr.407</td>
<td>Gr.402,404</td>
<td>Gram. 406</td>
<td>Gram. 401</td>
<td>631</td>
</tr>
<tr>
<td>III6</td>
<td>178</td>
<td>234</td>
<td>98</td>
<td>194,257</td>
<td></td>
<td>127</td>
<td>521</td>
</tr>
<tr>
<td>III7</td>
<td>14</td>
<td>29</td>
<td>52</td>
<td>38,42</td>
<td>Syntax 427</td>
<td>20</td>
<td>434</td>
</tr>
</tbody>
</table>
I. Subjunctive

Viewing the table of subjunctive as used in purpose, indirect question, volitive, cum, conditional, and result clauses, evidence is apparent of the presence of these uses in every text except III$^6$ which fails to take up conditional sentences; Texts III$^2$ and III$^5$ present all these subjunctives in the Grammar part pages 400-407 and Appendix 407-419; Text III$^7$ introduces these constructions earlier than any of the other texts ranging from pages 14-427. Subjunctive of purpose is presented earlier in the texts than any other subjunctive use listed as revealed by the fact that III$^7$ has it appear on page 14. The next use making an early appearance is the result clause which is developed by III$^7$ on page 20; indirect question comes next in time of introduction in III$^7$ with its appearance on page 29. Text III$^1$ is the only text presenting all these subjunctive uses in the early part of the text within close range of each other (pp. 83-134).

The volitive use runs very close to the purpose clauses, however, in III$^3$, III$^4$, III$^6$ it is introduced before purpose clauses.

Cum clauses are presented in III$^4$ on page 88 and further developed on page 485 of the Syntax; III$^5$ only shows them in the Grammar section (pp. 402-404) while III$^2$ only discusses them in the Appendix; Texts III$^1$, III$^3$, III$^6$, III$^7$ show them presented in a range of pages 38-258.

Text III$^1$ is the only text presenting conditional clauses in the early part of the book; the range of four, III$^2$, III$^3$, 

III⁶, III⁷ show them presented in a range of pages 35-258.

III¹ is the only text presenting conditional clauses in the early part of the book; the range of four, III², III³, III⁴, III⁵ is from pages 406-487; III⁶ doesn't introduce them.

Result clauses appear in all the texts in this group on pages 20-127 with the exception of III² and III⁵ in which they are treated in the Grammar and Appendix (pp. 401 and 411) respectively.
<table>
<thead>
<tr>
<th>Text</th>
<th>Gerund</th>
<th>Gerundive</th>
<th>Supine</th>
<th>Periphrastic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>App.</td>
<td>56</td>
<td>114</td>
<td>App. 510</td>
<td>52,122</td>
<td>542</td>
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<tr>
<td>App.</td>
<td>421</td>
<td>App. 422</td>
<td>App. 432</td>
<td>5,6</td>
<td>548</td>
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<td></td>
<td>61,62</td>
<td>61</td>
<td></td>
<td>62</td>
<td>419</td>
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<tr>
<td></td>
<td>33</td>
<td>Syn. 489</td>
<td>Syn. 489</td>
<td>Syn. 488,489</td>
<td>641</td>
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<tr>
<td></td>
<td>Comp. 9</td>
<td>Comp. 9</td>
<td>Sum. 399</td>
<td>Sum. 365</td>
<td>631</td>
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<td></td>
<td>116</td>
<td>299</td>
<td>Ft. Note 433</td>
<td>307,401</td>
<td>521</td>
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<tr>
<td></td>
<td>11</td>
<td>11</td>
<td>Ref. 631</td>
<td>11,15</td>
<td>434</td>
</tr>
</tbody>
</table>
J. Gerund, Gerundive, Supine, and Periphrastics

The gerund is taken up by all the texts of this group on pages ranging from 11-116. Text III5 presents this construction in the Composition division 9. Text III2 has it in the Appendix page 421.

The gerundive, likewise, appears in all texts. Texts III3, III5, III7, deal with it in same lesson with the gerund. III2 has the gerundive following the lesson on the gerund; Text III4 puts work on gerundive in the part of the text called Syntax page 469 and III6 doesn't consider the gerundive until on page 299 which is 183 pages past the work on the gerund.

The supine is mentioned in all texts except III3; it occurs in the Appendix of III1 and III2; the Summary of Inflections page 399 of III5 and the Syntax page 489 of III4 present the supine. Text III6 (in foot-note p. 433) and III7 (in a reference p. 631) merely refer to it. This construction is pushed out of the regular work, no doubt due to its seldom use in comparison with other constructions.

The periphrastic conjugations appear in all texts in pages ranging from 5-469. Text III4 develops both periphrastics, the passive on the same page with the gerundive and the supine. Text III5 develops the gerund, gerundive, and passive periphrastic on page 62; Text III7 also treats this construction with the gerund and gerundive.
VI. FINDINGS

1. The foregoing studies show several definite trends which reveal that the teaching of Latin in secondary schools is tending toward increased efficiency as shown by:

   a. The reorganization emphasizing the pupil's point of view.
   b. The elimination of useless material.
   c. Taking a psychological approach of the subject rather than a logical one. The new psychology which enlists the cooperation of the pupil is in evidence.

2. There is marked difference in the vocabulary; the older texts had vocabularies based on Caesar or some author to be read later while the newer type books have the more common functional words.

3. The content is rearranged and extended into second year books. Fewer formal elements are given for work in the first year.

4. The old grammar method has been superseded by the functional as shown by:

   a. Early introduction of reading material.
   b. Gradual development of points of syntax such as the appearance of the individual case forms with drill upon each before the table of declension appears in any form.
   c. Pictorial illustrative material.
   d. Derivatives and word study are stressed.
   e. The newer books guide the pupil through his work and in the older texts there is no mention of
5. Mythology is an element of historical cultural basis.

6. Paradigms are presented after use in reading in the modern books.

7. Translation is an important instrument for teaching syntax.

8. There is postponement of the subjunctive mood, gerunds, periphrastic conjugations, irregular verbs, and some of the heavier syntax in the later texts.

9. The general appearance of texts is different. Most books now present no connected and systematic development either of forms or of syntax. The conjugation of a verb is not given connectedly and continuously but is dismembered and scattered throughout the book.

10. Pictorial illustrations formerly unknown are prominent in the later texts. Visual and emotional appeal enlist the active interest and curiosity of the pupil.
VII. APPENDIX

A. Keys

Key to Elementary Latin Texts of the Pre-Classical Investigation Period Considered in Chapter III

1. --Anthon, Chas.--"First Latin Lessons"-(1839) Pub. 1860
2. --Harkness, Albert--"Introductory Latin Book"-(1866) Pub. 1871
4. --Jones, Elisha--"First Latin Lessons"-(1877-1895) Pub. 1901
5. --Collar & Daniell--"First Latin Book"-(1894) Pub. 1896
6. --Coy, E. W.--"Latin Lessons For Beginners"-(1895)
7. --Bennett, Chas. E.--"The Foundations of Latin"-(1898-1903)
8. --Harper & Burgess--"Elements of Latin"-Pub. 1900
10. --Moore & Schlicher--"The Elements of Latin"-(1906) Pub. 1907
11. --Hale, Wm. Gardner--"A First Latin Book"-(1907)
12. --D'Ooge, Benjamin L.--"Latin For Beginners"-(1909-11)
    D'Ooge, Benjamin L.--"Elements of Latin"-(1921)
13. --Scott, Harry F.--"Elementary Latin"-(1915)
14. --Smith, M. L.--"Elementary Latin"-(1920)
Key to Group II Elementary Latin Texts of The Post-Classical
Investigation Period Considered in Chapter IV

II1 Scott & Horn--"First Latin Lessons-Revised" (1922)
Pub. 1928
II2 Ullman & Henry--"First Year Book" (1923, 1925, 1929)
II3 Parson & Little--"First Latin Lessons" (1928)
II4 Penick & Froster--"Latin First Year" (1927)
II5 Gray & Jenkins--"Latin For Today" (1927)
II6 Lagoffin & Henry--"Elementary Latin" (1928)

Key to Group III Second Year Latin Texts Including Some Basic
Elements Previously Presented in Tradition First Year Texts

III1 Senford-Scott--"A Second Year Latin Reader" (1919, 1922,
1923, 1929)
III2 Place, Perley O.--"Second Year Latin" (1925)
III3 Ullman & Henry--"Second Year Book" (1925) Pub. 1926
III4 Scudder, Jared W.--"Second Latin" (1927)
III5 Foster--"Second Year Latin" (1927)
III6 Gray & Jenkins--"Second Year Book" (1928)
III7 Berry-Lee--"Latin Second Year" (1930)
B. Bibliography


Chicago American Book Co., (1900) Pp. 320
Jones, Elisha  First Latin Lessons  Chicago
Scott Foresman & Co., Published 1901 (1877-1895) Pp. 238
Magoffin Ralph Van Deman, Henry, Margaret Young  Latin First
Year  New York  Silver, Burdett & Co., (1928) Pp. 392
Moore, Clifford H. Schlicher, John J.  The Elements of Latin
New York  Appleton, Published 1907, (1906) Pp. 284
Parson, Carrie A. & Little, Charles E.  First Latin Lessons
Pearson, Henry C.  Essentials of Latin  New York
American Book Company (1905) Pp. 288
Penick, Daniel A., Procter, Leslie C.  Latin First Year
Chicago  Charles Scribner's Sons (1927) Pp. 297
Place, Perley O.  Second Year Latin
Sanford, Frederick Warren, Scott, Harry Fletcher  A Second
Year Latin  Chicago, Scott, Foresman & Co., (1919, 1922,
1923, 1929) Pp. 542
Scott, Harry F.  Elementary Latin  Chicago
Scott, Foresman & Company (1915) Pp. 348
Scott, Harry F., Horn, Annabel  First Latin Lessons  Chicago
Scott, Foresman & Company (1928) Pp. 485
Scudder, Jared W.  Second Latin  Chicago
Allyn & Bacon  (1927) Pp. 641
Smith, M. L.  Elementary Latin  Boston
Allyn & Bacon  (1920) Pp. 330
Ullman, B. L. & Henry, Norman  New Elementary Latin  New York
The Macmillan Co., Published 1929, (1925, 1925, 1929) Pp. 448
Ullman, B. L. & Henry, Norman  Second Latin Book  New York