

twee word gewy aan 'n algemene *apologia* vir die Klassieke, 'n nie oor-optimistiese verwysing na die posisie in Suid-Afrika, en 'n meer hoopvolle vooruitsig vir sy vak op Rhodes Universiteit. Daarna onderneem hy om te praat oor Lucanus se digkuns en sy filosofie (p. 5), 'n onderneming wat hy danksy 'n reeks onderhoudende *excursus* nooit heeltemal gestand doen nie. Dit gaan naamlik nou eers 'n bietjie oor Lucanus se lewe en sy tyd, die uit-spattighede van die retoriek (gestaaf met 'n aanhaling van 'n halwe bladsy uit die ouere Seneca se *Suasoriae*—p. 6), en dan steek die skrywer 'n ruk vas by Nero (pp. 6-7), waar hy uit die bloute die absoluut irrelevante stelling maak dat 'The gruesome poisoning of his foster-brother Britannicus was probably not engineered by him at all.'

Die verwysing na Nero gee aanleiding tot 'n terloopse bespreking van die probleem van die vleiene *exordium* van die eerste boek, waar prof. Dilke 'n vlugtige maar interessante weerlegging probeer gee van Graves se opvatting dat die passasie 'heavily satirical' is (p. 8-9). Maar ook hier word die probleem te oppervlakkig aangeraak, en om na skaars 'n bladsy se bespreking daarvan die slotsom te suggereer dat ons hier te doen het met 'the expression of a naive assumption that, as soon as Uncle Seneca has turned the young man into a Stoic, Plato's longing to equate the king and the philosopher will have come about', hou m.i. nie rekening met al die uiteenlopende fasette van die probleem wat hier 'n rol speel nie.

Vervolgens kuier prof. Dilke steeds rondom sy onderwerp met 'n hele aantal interessante digressies, om dan eindelik in dié laaste twee bladsye iets oor Lucanus as vryheidsdigter te sê—maar ook hier word die volle probleem nie gemeld nie: in aansluiting by wat reeds oor die deklamasie gesê is, sou 'n mens byvoorbeeld darem 'n bespreking verwag van die moontlikheid dat 'liberty and . . . its enemy tyranny' geen ongewone onderwerpe in die deklamasieskole van Lucanus se tyd was nie.

Dit sou heeltemal onbillik wees om prof. Dilke se onderhoudende lesing te wil gaan beoordeel met dieselfde maatstawe wat gebruik word vir 'n gespesialiseerde monografie. Hoewel dit weinig aanduiding van die huidige stand van die Lucanusnavorsing gee, moes dit as openbare voordrag voor 'n gehoor van kollegas wat nie klassici was nie, stellig groot aanklank gevind het as 'n insiggewende relaas oor 'n man en sy tyd.

Universiteit van S.A.

D. M. KRIEL

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EX AFRICA: Latin in Rhodesia, a sequel to the Conference on the Teaching of Latin held at the University College, Salisbury—August, 1962; edited by M. E. Toubkin and C. R. Whittaker; Faculty of Education: Occasional Paper No. 2, x, 95 pp.

The introduction to this collection of very interesting papers gives every promise that a new generation of angry (?) young men are aware of the urgent need for a change of approach with regard to the teaching of Latin: 'too many champions of Latin have failed in the past to make good their claims as to the importance and the glory of the art, the literature, the administration and the moral and spiritual legacy of Rome'. One can but hope that, after reading these articles, more and more teachers will be inspired to put into practice some of the excellent ideas and advice given here; they are at least practical and reasonable.

There is a definite note of exasperation in the following: 'We know of no adult who would set about learning a foreign language the way we ask our pupils to learn Latin; learning the uses of the subjunctive before he has acquired 1,000 words of vocabulary; spending half the time of a precious timetable allocation practising the appalling banalities of English-Latin sentence construction . . . All this at the expense of time for reading and comprehending the very thoughts we proclaim as the object of his studies'. (p. ix).

That a re-thinking about our approach to the teaching of Latin is imperative is stressed, by implication, in an article by Prof. Fortune: 'The contribution of the structural linguist is complementary to that of others in the *team* responsible for designing a language course . . . Out of his study of structure for structure's sake the linguistic scientist will pass on results which will be of great practical use and relevance to the teacher . . .' (p. 66). We have at our disposal many grammar books written by one or two persons ('and *cut to fit the specifications of a publisher*'), which seem aimed at perpetuating out-dated methods. It does seem feasible that we too should benefit from the research being done in the linguistic field on newer methods of language teaching. There must be other ways of learning and teaching Latin than the 'dictionary thumbing and paradigm memorising methods'. (In fact, how essential is the grammar book?)

The description of a method of teaching French as a foreign language (pp. 70 *et seq.*) makes stimulating reading; it should inspire Latin teachers who are trying to find an alternative for the traditional method. There is no reason why we should not make use of modern teaching aids (the language laboratory being the most important) and techniques (why are programmed texts not yet readily available?). The brief reference to Sweet's book makes one want to drool. Prof. T. J. Haarhoff's *Primi Gradus*, published many, many years ago, an attempt to revitalise the teaching of Latin, was regarded as 'too modern'; is the time not ripe for somebody to take up where he had left off?

Prof. Smuts and Messrs. Whittaker's and Stevenson's articles have a great deal in common. They are concerned with what *has* to be read (Set Books), what *should* be read (A wider range of reading) and *with what aim*

candidates should read. One could argue *ad infinitum* about the pro's and con's of prescribed reading, the aims and techniques involved, the type of question and the type of knowledge required; whether comprehension without translation is of more value than translation as an art (an end in itself). The fundamental issue, however, is touched upon in these quotations: '... we must introduce our pupils to the more difficult classical authors only when they have attained some facility in reading easy Latin and in this way have acquired sure knowledge of the basic accidence and syntax and also a fairly wide vocabulary . . . (otherwise they will never see) that Latin may also be something to read and understand in a natural way' (Prof. Smuts). 'Can we not therefore . . . find material both straightforward and interesting which would train the pupil to read comfortably and quickly? For if we could do this, we might reasonably require him to try to understand some little part of the legacy of magnificent but difficult Latin' (P. K. Stevenson). 'At root the trouble is an almost total failure in our (pre-O Level) classes to give any facility in translation; . . . it is surely unreasonable to expect a very raw (sixth former) suddenly to acquire the method and technique of translation, often when he is reading more difficult authors than before' (C. R. Whittaker). The fact of the matter is that any method, in the hands of incompetent or apathetic (dispirited?) teachers, will succeed in discouraging pupils from continuing their studies at university, or enjoying (appreciating) Latin. Percentage-wise very few pupils benefit from their Latin reading course.

Prof. Leon's general observations on some Latin Proses reminded me of the days when I used to squirm and sweat over similar exercises; I also have 'considerable misgivings as to whether competence in the sphere of prose composition is worth the price'. Who can blame the well-meaning pupils who '... either not knowing or not keeping in mind the proper meaning of a Latin word or phrase but identifying it absolutely with some translation of it that may have been correct in some particular context'. Mr. Stevenson's views on Prose Composition (pp. 52-3) refer.

We note with interest that Miss Forder is editing a complete index of all articles contained in the major Classical Journals since 1935.

The appendices, Bibliography (pp. 75-83), covering the major writers, and Audio-visual aids (pp. 83-90) are most useful; especially interesting is the list of tape-recordings (pp. 85-89).

This little book is a MUST for all teachers of Latin.

Johannesburg College of Education

J. ENGELBRECHT

ACTA CLASSICA



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