

**Classics Teaching :
A Select Bibliography and a Note on Recent Research**

S. MORRIS

The developments that have taken place in Classics teaching during the last thirty years may be traced in the main to three often inter-connected sources – the Inspectorate, University Departments of Education and Classics teachers themselves, often working through the Classical Association, the Association for the Reform of Latin Teaching and the Orbilian Society. Some significant changes have come, as it were, straight from the class-room, from Classics teachers who were adventurous enough to try out new ideas and determined enough to make an impression on publishers and examining boards. The emphasis on reading Latin rather than writing it, the planning of courses catering for the interests of pupils of different ages, abilities and needs, the use of oral techniques and the extension of the range of reading material are but a few of the changes that have come about as a result of discussion and experiment. The excellent response to Classics courses of all kinds, the widespread support given to the Classical Association's enquiry into O-level Latin and the formation of J.A.C.T. itself all testify to a lively interest in the problems of Classics teaching. Recently an enquiry into experiments and researches in Classics teaching which have been carried out from 1948 to the present yielded the following:

SUBJECT	DATE	CARRIED OUT BY
A Latin Vocab. test for 1st and 2nd year pupils	1948	Brown, J. L. (Ed. B. Theiss, Glasgow)

SUBJECT	DATE	CARRIED OUT BY
A comparative study of two methods of approach in the teaching of Latin	1949	Jones, I. W. (M.A. Thesis. Lond.)
Word frequency study in Secondary School Greek	1950	Harrison, J. E. (Ed.B. Thesis. Glasgow)
Two methods of teaching Latin vocab.	1950	Weeple, T. (Ed.B. Thesis. Glasgow)
An investigation into the attitude towards Latin of girls at Secondary Grammar Schools	1951	Winter, P. E. (M.A. Thesis. Lond.)
An experimental study of error in first year Latin	1951	Gibson, D.A. (Ed.B. Thesis. Glasgow)
A study of the vocab. of the Scottish Leaving Certificate	1953	Kilgour, A. A. (Ed.B. Thesis. Glasgow)
A comparison of school performance in Latin between classes taught on Direct Method and classes taught on traditional lines	1957-1962	Darby, J. (St. Philip's Grammar School, Birmingham)
Greek Reading	1958-1961	Pym, D. and Jervis M. (Bristol University)
A statistical analysis of the position of Latin in schools	1960	Baty, C. W. (H.M.I.)
A Classical and Medieval course of Latin Reading with an adult class	1961	Martin, R. H. (Leeds University)
A 2-year Latin course for non-specialists	1960-1961	Rowland, T. H. (Miffield Grammar School)
An enquiry into O-level Latin	1960	Meluish, T. W. M. (for Classical Association)
Medieval Latin as part of the normal Latin course	1961-1962	Morris, S. (Birmingham University)
Children in Roman Literature	1962	Davies, C. B. (Univ. Coll. of N. Wales Bangor)
The Classical Education of girls and women in Victorian England	1962	Hodge, B. J. (Univ. of Lond. Institute of Education)
a The effect of recency of recall on the learning of Greek and Latin grammar	1962	Schofield, H. (Dip.Ed. Manchester Univ.)
b To what extent word order contributes to the difficulty of translating from Latin		
Teaching of Latin through the medium of Welsh	1962	Ashton, B. D. (Univ. Coll. of S. Wales, Cardiff)
A study of the common constructions found in Latin authors studied in schools	1962	Kilgour, A. A. (Jordanihill College of Education)

N.B.—In the case of completed theses for higher degrees, the libraries of Institutes of Education and local libraries can obtain copies for teachers to read—usually with the proviso that these be read in the libraries. In the case of all other research, information can be obtained from the person responsible for the research at the address given.

This list while far from complete shows the willingness of Classics teachers and lecturers to examine objectively some of the problems of Classics teaching in our changing world. But many important problems, on which there is much feeling but little evidence as yet, await examination. To mention only a few:

What happens when Latin and a modern foreign language are begun at the same time? Confusion or reinforcement?

What are the learning processes involved in traditional and Direct Method of learning Latin? Have Piaget's theories any relevance here?

Can we approach Latin (and Greek) via speech patterns, natural word groups? If so, how much grammar is necessary - 2 years or 2 months?

What would happen if we started with Medieval Latin and worked back?

Could teaching aids and machines be used in learning Latin and Greek? How far could the audio-visual methods of modern language teaching be used? Is there a place for programmed learning?

In view of the need for further enquiry, J.A.C.T. is planning to give assistance to teachers who are willing to undertake experimental teaching and research projects. The services of Institutes of Education - especially their library, information services and technical advice - are already available to teachers. The following select bibliography on the teaching of Classics might be found useful:

- 1 General Works on the Teaching of Classics.
- 2 Particular Methods of Latin Teaching.
- 3 Particular Aspects of Latin Teaching.
- 4 Teaching of Greek.

1 General Works on the Teaching of Classics

- CLARKE, M. L., *Classical Education in Britain 1500-1900*. C.U.P., 1959.
- Classics in Secondary Schools. Scottish Education Dept. H.M.S.O., 1951.
- HUNT, H. K., *Training Through Latin*. Melbourne University Press, 1948.
- Re-appraisal, ed. MELLIUS, T. W., *Supplement to Greece and Rome* 9, 1, Mar., 1962.
- Suggestions for the teaching of Classics. Ministry of Education. H.M.S.O., 1959.
- The Teaching of Classics. Incorporated Association of Assistant Masters. C.U.P. Revised Edition. 1962.
- VALENTINE, C. W., *Latin, its Place and Value in Education*. U.L.P., 1935.
- DEWAR, W. M., *Some Heresies in Latin Teaching in Latin Teaching*, 29, 5, June, 1956.
- GARRORTIN, F. W., *The Teaching of Classics Today in Studies in Education*, 2 May, 1955.

GARFORTH, F. W., New Directions in Latin Teaching in *Latin Teaching*, 30, 10, Nov. 1961.

HUXLEY, H. H., Some Reflexions on the Teaching of Classics in Secondary Grammar Schools Today in *Researches and Studies*, 4, May, 1951.

MORRIS, S., The Present Position of Latin and Greek in Schools in *The Educational Review* (University of Birmingham, Institute of Education) Feb. 1961.

THOMPSON, W. B., Classics at "O" level in *Researches and Studies* (University of Leeds, Institute of Education) 18, July, 1958.

THOMPSON, W. B., Relevant or Irrelevant: Classics in the Curriculum Today in *Greece and Rome* 5, 2, October, 1958.

VELLACOTT, P. H., Teaching Latin in *Re-appraisal, Supplement to Greece and Rome* 9, 1, March, 1962.

2 Particular Methods of Latin Teaching

a Traditional (or Literary) Method.

LEWIS, L. W. P., Practical Hints on the Teaching of Latin. Macmillan, 1919.

b Direct Method.

JONES, W. H. S., Via Nova. C.U.P., 1915.

PEGGETT, C. W. E., and MUNDAY, A. R., Principia (1st Year Course Book obtainable with Teacher's Supplement) Wilding, 1949.

ROUSE, W. D., and APPERTON, R. B., Latin on the Direct Method, U.L.P. 1925

MUNDAY, A. R., Classroom Phrasology in *Latin Teaching*, 28, 4, February, 1953. Wilding, Shrewsbury.

c "Word Order" Method.

GRAY, M. D., The Teaching of Latin. Appleton-Century Co. New York, 1929.

GRAY, M. D., and JENKINS, T., ed. McEvoy, C., Latin for Today (5 year Latin Course Book with introductory notes for teachers) Ginn, 1st edition, 1934.

NAVYOR, M. D., Word Order and the Study of Latin in *Latin Teaching* 28, 2, June, 1952.

d Linguistic or Structural Approach.

SWEET, W. E., Latin, A Structural Approach (1st year course book with Foreword and Introduction) University of Michigan Press, 1957.

FOWLER, MURRAY and OTHERS, Linguistics and the Classical Languages in *Classical Journal* (U.S.A.) 52, 1957.

e Other Methods.

GARR, W. L., and HADZITSIS, G. D., The Living Language. Heath and Co., New York, 1933 (Dalton Plan Approach, with work units).

3 Particular Aspects of Latin Teaching

a Reading.

GARFORTH, F. W., The Latin Reading Lesson in *Latin Teaching* 28, 9, Oct., 1954.

PYM, D., The Fig Tree in *Re-appraisal, Supplement to Greece and Rome*, 9, 1, Mar., 1962.

THOMPSON, W. B., Reading the Classics - aloud. in *Re-appraisal, Supplement to Greece and Rome*, 9, 1, March, 1962.

b Vocabulary.

KILGOUR, A. A., A Study of the Vocabulary of the Scottish Leaving Certificate in Latin. Ed.B. Thesis, Glasgow, 1953.

WEERLE, T., Two Methods of Teaching Latin Vocabulary. Ed.B. Thesis, Glasgow, 1950.

c Prose Composition.

FRENCH, A., Composition in a Classics Course in *Greece and Rome*, 8, 1, March, 1961.

MELTUSH, T. W. Latin Prose Composition in *Latin Teaching*, 27, 3, Oct., 1949.

d Medieval Latin.

BEESON, C. H., A Primer of Medieval Latin. Chicago, 1925.

LATHAM, R. E., Latin in Medieval England in *Latin Teaching*, 28, 8, June, 1954.

MORRIS, S., Latin in the XXth Century - an Experiment with Medieval Texts in *Times Educational Supplement*, April 14th, 1961.

e Classics in Secondary Modern and Comprehensive Schools.

FOWLER, W. S., Common Core Classics in *Latin Teaching*, 30, 4, November, 1958.

LOSBEY, H. V., The Secondary Modern School and our Classical Heritage in *Researches and Studies*, 4, May, 1951.

f Psychological Background of Classics Teaching.

BURR, C., The Transfer of Training in *Educational Review*, February, 1960.

Report of the Consultative Committee on Secondary Education (Spens Report) pp.129: The mental discipline of the great cultural traditions and subjects. H.M.S.O., 1939.

Spens Report, Appendix V, Memorandum on the Cognitive Aspects of Transfer of Training. H.M.S.O., 1939.

g Miscellaneous.

STURTEVANT, E. H., The Pronunciation of Greek and Latin, Yale Univ. 2nd Ed. 1940.

- DALE, F. R., The Pronunciation of Latin and Greek in *Latin Teaching* 30, 3, June, 1958.
- GARFORTH, F. W., Background Studies in the Teaching of Latin in *Greece and Rome*, 22, 64, February, 1953.
- LYNE, G. M., Background - How Much? in *Latin Teaching*, 27, 2, June, 1949.
- RICHARDS, J. R. C., The Value of Verse Composition in *Latin Teaching*, 29, 6, Oct., 1956.
- RACE, C., Versification - ergon or parergon in *Greece and Rome*, 2, 3, October, 1955.
- TREDENNICK, H., The Use of Latin Plays in *Latin Teaching*, 26, 4, February, 1948.
- WHITE, H. A. B., Latin Readings (Records with Handbook for Teachers) Lingua-phone Institute, 1960.
- 4 Teaching of Greek**
- THOMSON, G., *The Greek Language*. Hefter, 1960.
- COLLINS, A., How should we pronounce Ancient Greek? in *Greece and Rome*, 3, 1, March, 1956.
- ELLIOT, F., Greek in our Schools in *Greece and Rome*, 2, 1, February, 1955.
- HOBV, A. S., A School Greek Course in *Latin Teaching*, 29, 3, October, 1955.
- HUNT, H. K., A Special Course for Beginners in Greek in *Greece and Rome*, 15, 45, October, 1946.
- PYM, D., revised Jervis, M., Outlines for Teaching Greek Reading. Murray, 1962.
- SCHODER, R. V., Homer to the Rescue; a new Method in Beginners' Greek in *Greece and Rome*, 19, 55, January, 1950.
- THOMSON, G., The Teaching of Greek in *Universities Quarterly*, August, 1951.

S. MORRIS

is a Lecturer at Birmingham University Department of Education
and the author of *Fons Perennis*, etc.

