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inédit et remarquablement exhaustif est illustré par de nombreux graphiques et offre des statistiques éclairantes sur les mots du tirage au sort – il s’agit sans nul doute d’un outil dont tous les chercheurs sur la question devront absolument prendre connaissance. Tout au plus pourrait-on regretter que le format de l’appendice ne permette pas de plus amples commentaires de l’auteur sur ces résultats fondamentaux.

Ce livre est assurément un jalon pour l’analyse du tirage au sort dans l’Antiquité grecque. Il offre un panorama remarquable, à la fois par son exhaustivité et par sa cohérence, des emplois du hasard en Grèce archaïque et classique, confirmant ainsi l’une des hypothèses principales qui ouvrent l’introduction : le tirage au sort est bien un outil familier et quotidien, largement diffusé dans toutes les pratiques communautaires des Grecs, y compris hors de la sphère strictement institutionnelle. Son interprétation pose davantage question. Si le tirage au sort, comme les auteurs le défendent, pose bien la question de l’égalité et de l’interchangeabilité des participants, peut-on pour autant en conclure immédiatement qu’il définit une culture égalitaire ? De nombreux exemples convoqués dans l’ouvrage interrogent une autre qualité du tirage au sort, sur laquelle les auteurs ne s’attardent pas : son rôle dans la prévention des conflits, en particulier en contexte distributif. L’impartialité du hasard en fait un outil précieux, par exemple, pour la répartition du butin ou des terres : elle évite la contestation ou la revanche, dont les sources attestent fréquemment l’irruption en contexte distributif. Si impartialité et égalité ne sont pas incompatibles, l’histoire ultérieure du tirage au sort démontre cependant que cette vertu peut tout à fait être exploitée dans des sociétés foncièrement inégalitaires. Sur ce point, on regrettera pour notre part qu’il n’ait pas été accordé plus d’attention au cas athénien, et en particulier à ses procédures matérielles, dont la présentation, réduite à une dizaine de pages, ne fait pas justice aux nombreux débats contemporains. Il offre en effet une opportunité unique d’avoir un aperçu de ce que, concrètement, pouvait signifier tirer au sort l’immense majorité du personnel politique d’une cité : il permet également de souligner l’ambiguïté des rapports entre tirage au sort et égalité politique.

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Abraham Arouetty, *Prolegomena ad Linguam Latinam: liber ad elementa Latinitatis discenda*, Israel: n.p., 2022, 356 pp. ISBN: 9789655980127.

אברהם ארואטי, מבוא ללטינית: ספר לימוד ליסודות השפה הלטינית, ישראל: הוצאה עצמית, התשפ"ב.

Hebrew-speaking students of Latin, who are the audience of the reviewed book, face a bigger challenge in studying the language than several of their fellow learners. Often they arrive at Latin later in life; if they do so as part of a university degree, they are severely constricted by time and are required to achieve a proficient level of reading within a year. To meet this challenge, students need a sure hand to guide them. Arouetty’s textbook was written to meet this purpose and challenge. My overall impression of the book, whatever faults I will point out in this review, is that it successfully fulfils its purpose and constitutes a valuable addition to the Hebrew Classics bookshelf.

The purpose of the textbook is to provide readers with the basics of classical Latin, preparing students to read an original prose text with the aid of a dictionary and a commentary. To achieve this, A. chose the ‘traditional’ method of instruction in which each lesson (=chapter) introduces elements of Latin morphology, followed by explanations of syntax and several exercises. There is an extensive Latin-to-Hebrew lexicon at the back (also available online, along with an answer key for all the exercises). This means that the book is self-sufficient. However, as indicated by A., the book was written for use in a classroom setting with the guidance of a teacher. As expected, some of the more complex elements of Latin such as indirect statement or the use of gerunds and gerundives require more guidance than the book can offer on its own.

My review follows A.’s lesson structure, beginning with the presentation and quantity of information provided, moving on to a note on acquisition of vocabulary, and concluding with thoughts on the exercises provided in the chapters.

Envisioning the university student as the primary user of the book, the author advises the reader to prepare for class by reading the explanations and completing the exercises (14). For the most part, the explanations allow for this style and order of work. A.’s explanations are good right off the bat, as he introduces the alphabet with the welcome help of transliteration (though the reader needs to know the Hebrew diacritical marks). Some of A.’s choices, however, are questionable: a preference for Latin terminology (e.g., *nomen substantivum*, or *declinatio*) over English terminology works fine for the most part, but it adds difficulty for a complete beginner to locate those terms in other sources such as a Latin grammar book in English (as A. encourages the students to do, p. 16) or online. Anyone trying to find online the term diathesis (דיאטזה), which A. prefers for grammatical voice, will find a lot about the ‘diathesis-stress model’ and nothing about active or passive Latin verbs.

The main challenge for such a book is to introduce so much material in the space of one academic year. Since A.’s book is not meant solely for classroom instruction—and, even when it is used as such, the student is advised to read the material in advance—A. explains concepts at length. Materials that I have used in teaching Latin in the past to Hebrew-speaking students relied much more on the teacher to elaborate the content in the class and avoided what A. tends to end up with, which are long sections of written explanations. For example, A.’s explanation of an ablative absolute construction covers two pages of approximately 470 words (pp. 55–57). The *Cambridge Latin Course*, designed for in-class instruction of secondary school students, achieves the same goal in one page, with an explanation of about 120 words.¹

Whether an explanation is too long is subjective. A matter closely related, but more objective, is the accumulation of information in excessively large units. For instance, chapter two covers the basics of noun morphology and declinations, including both the first and second declinations. Most Latin textbooks that I have worked with spread these topics over two chapters, at least, whereas A. presents the student with a table including *dominus*, *puer*, *ager*, *bellum*, and *vir* followed by six notes (covering a page and half), the fifth of which is a quick introduction to prepositions including six examples. This seems excessive and unnecessary to me. There is no reason why elements of the noun or verb system could not be split better across the chapters so as to avoid overload.

The same issue appears throughout the book—the next chapter presents the basics of the verbal system, the present stem as well as the irregular verb *sum* (*esse*)—and the same questions can be asked about the need to group in one lesson nine uses of the accusative case in chapter 4

¹ *Cambridge Latin Course IV*, 8th ed., Cambridge: Cambridge University Press, 2008, 47.

and sixteen uses of the ablative case in chapter 7 alongside other material. It is also worth considering the spacing of the material. To be sure, the further a student advances with their learning, the more complex the material will be. Perhaps, however, placing a lighter topic between, for example, indirect statement and gerunds and gerundives would be beneficial, as these topics are often challenging for students.

Overall, A.'s explanations and notes do a good job of elucidating the material and I believe that in tandem with in-class tuition the severity of some of the issues is mitigated. Where there are no explanations—and I wonder if A. perhaps instructs students further in lessons—is vocabulary acquisition. A. makes studying with the book easier by providing a well-organized lexicon at the back, which is also freely available for download—eliminating the need to flip back and forth while working on exercises. However, as A. notes (15), students are exposed to 1,900 words and expressions throughout the book. Unlike many language textbooks, which introduce vocabulary in designated lists for each chapter, this book expects students to learn words from example sentences. While A. has carefully selected original sentences that highlight commonly used words, the number of new words per chapter is high. Chapters 3 and 4, for instance, introduce 43 and 44 new words, respectively, leaving students with little opportunity for retention. Additionally, the lack of a structured vocabulary list means that students must compile their own, raising practical challenges. For instance, the first exercise sentence is *cum Romanis pugnamus* — should students write down *cum* first, then search the rest of the exercises for other words starting with “c” before moving on to “p” and “r”? Or should they write down words in the order they appear? Without guidance on which words are most essential, students may struggle to prioritize. While A.'s approach encourages exposure to Latin in context, a clearer vocabulary structure could have made acquisition more efficient.

Other than the amount of vocabulary, the sentences chosen for translation are very good. They demonstrate the taught material well and they expose the students to original Latin right from the start. On the other hand, the more advanced syntax necessitates a list of explanatory notes that could have been avoided if A. had composed some of the sentences himself. Alternatively, fewer sentences, all original, could also solve this issue as in most chapters the ratio between the number of sentences and the number of explanatory notes is two to one.

As stated at the top, despite several weaknesses in presentation that can mostly be countered by in-class tuition where the teacher sets the pace, the book offers the best source in Hebrew for the study of the language. Whether it is used in a classroom setting, for individual learning, or as a reference grammar book, as the first Latin textbook in Hebrew it is an excellent addition to the toolbox of Classics students and Classics departments in Israeli universities.

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