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State of Indiana
DEPARTMENT OF PUBLIC INSTRUCTION
Bulletin No. 65-E

Foreign Language

State Course of Study
for
Secondary Schools

BENJAMIN J. BURRIS
State Superintendent of Public Instruction
Indianapolis, Indiana
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LATIN

Under the present course of study, foreign language is not required for graduation from high school. This does not mean that colleges requiring foreign language for entrance will accept without condition, pupils who do not meet their requirements in language. Principals should therefore exercise care in the determination of language elections for pupils who expect to attend college.

There are three points in which the Latin course differs from the one formerly in use.

1. Latin work may be begun in the second year of the high school course. Since the first year's work will emphasize English grammar, it is believed that pupils having such training will be better fitted to take up the study of elementary Latin. This will help to remedy the matter of which so many schools complain, viz.: the large percentage of failure in elementary Latin. This plan also allows the introduction of the formal high school subjects in a more gradual way.

2. One year of Latin may be counted toward graduation from the high school, provided passing grades have been made. Excuse from additional Latin beyond the elementary Latin should be made by the principal of the school and the Latin teacher on the basis of the fact that the pupil is not capable of doing good work in the subject.

3. Considerable emphasis in Latin, especially in the elementary work, should be placed on the relations between Latin and English. When given proper emphasis, Latin is valuable for a proper understanding of the English language. (1) A knowledge of Latin grammar is materially helpful in the study and understanding of English grammar. (2) If the matter of word derivation is stressed, the meaning of many English words is seen clearly through Latin.

The sequence of courses is not changed. The courses and texts are:

Scott: Elementary Latin; first year.

D'Ooge and Eastman: Caesar in Gaul (Contains Composition and Grammar); second year.

Johnston and Kingery: Cicero; third year.

Knapp: Vergil; fourth year.

Bennett: New Latin Grammar; third and fourth years. (This text to be used in connection with Cicero and Vergil.)

In small schools offering four years of Latin it will be found advisable to alternate Cicero and Vergil, thus reducing the teaching courses in any given year from four years to three years.

CLASSROOM PROCEDURE

To read Latin the pupil must know the words, the forms and the syntax, and the teacher's effort must be definitely and intelligently directed to mastering these three things.

Mastery of Forms. The learning of forms is pure memory work, and should be practically mastered in the first year of study. There is

little hope that pupils will find pleasure or much profit in going on to the study of the Latin authors until they have the forms pretty well mastered.

Study and drill and constant review are the only methods that can be employed. But the enterprising teacher will find means to direct the study, and to secure the drill and review by methods that are varied to arouse interest and prevent monotony. Any device that will assist pupils in memorizing is good pedagogy in this phase of the work. *There is no way to avoid the requirement of sustained effort on the part of the pupil to commit the forms to memory, and it must be resolutely insisted upon.*

But every method of making his efforts to acquire and retain and hold the forms at instant command should be used. He should say sets of endings in a single breath; as, -us, -i, -o, -um, -o, -i, -orum, -is, -os, -is; and, -o or -m, -s, -t, -mus, -tis, and -nt, spelling the last ending here for the sake of euphony. Much repetition must be secured, orally, on paper, at board. Individual forms, cases, numbers, persons, genders, degrees, etc., may be demanded for instant answers to rapid questions. Correction of written work in the forms may be assigned to pupils who are behind as a further drill for them. The conjugations should be taught by stems, personal endings, and connecting vowels. Such observations as that neuters are alike in the nominative and accusative should be given to relieve the strain on the memory. Matches such as the old-fashioned spelling matches may be arranged for answering questions in forms. The paradigms at the back of the book should be used for frequent extensive reviews. The instant command of forms and the accompanying meaning can be won only as command of the multiplication table is acquired, by much rapid practice in saying them and writing them and using them.

The conversational work suggested below can be used with excellent effect for drill work in the forms.

Acquiring a Vocabulary. The learning of words is unlike the learning of forms, in the continuous necessity for it until after the pupils have passed from the dictionary stage in their college Latin, and in its intellectual value when properly done.

In its earliest stages it is largely a matter of memory, in its later stages its greatest demand is for judgment and discrimination. The vocabulary of the first and second years must of necessity be small because the other difficulties which confront the pupils in these two years are very great and can not be postponed. All the forms and syntax can be taught the first year with a vocabulary of 500 to 800 words. It is not usually found practicable to extend this beyond 2,000 to 2,500 words in the second year. So long as word-learning is mostly memory work, study and drill and constant review of the whole vocabulary previously taught must be systematically kept up. The methods and devices will be similar to those employed in the teaching of forms.

The learning of words is greatly facilitated by teaching pupils from the first to analyze words into their component parts. Every month should enable pupils to know without consulting the dictionary the mean-

ing of a larger proportion of the new words met. There is no reason why a pupil who has had a few months of Latin should go to the vocabulary to find the meaning of *reduco*, *produco*, *deduco*, *adduco*, etc.; and second-year students should apprehend the meaning of such English words as *eligible*, *dirigible*, *paucity*, *apprehend*, *amiable*, *sinsecure*, *involved*, *contravene*, *deviate*, *opposite*, without the use of a dictionary.

A great number of words which are but dimly grasped and never comfortably used by students who know no Latin and which constantly occur in daily newspaper, magazine, story and school textbook, should by the study of Latin be made easy for students to grasp and retain.

A short time should be given in connection with every lesson to connecting the old and the new Latin words, and the new Latin words with English words. They will constantly be delighted to discover the fine imagery that underlies so many of our common words, such as *occur*, *define*, *insult*, *denude*, *resilient*, *insurrection*, *decadent*, *infant*, *repulse*, *defend*, *discuss*, *dismiss*. The way will be opened for a fuller appreciation of all scientific and imaginative literature. The fact that such study must of necessity start from the root meaning of the word and trace the logical steps by which it acquired new meanings brings the Latin teacher an opportunity such as no other teacher ever has to give his pupils that mastery over words which is an absolute condition of progress in any study which is pursued in large part by reading.

Study of Syntax. The study of syntax must be built upon syntactical ideas which are first gained from the study of the English sentence. It is not safe to presuppose any knowledge on this point at the beginning of the course. The subject should be presented *de novo*. Whatever the class is found to know already will not detain the teacher long, and some will usually be found who need instruction on the most elementary points.

No time should be given to a review of English grammar before beginning the work in Latin. Each principle should be taught at the time that it is needed in the presentation of the Latin, and no principles should be introduced that are not needed for the new work immediately in hand.

The teacher's method in the early work in Latin is necessarily conditioned by the fact that the three difficulties of the vocabulary, the forms, and the syntax stand squarely in the way at the outset. To master these is not the great end of studying Latin, although in mastering them students may gain a knowledge, an attitude, and a method that will greatly help them so long as they read or study or think. *The great purpose in studying Latin is to read Latin literature.* Only through this literature can any one enter appreciatingly into the life and spirit of the Roman people, to whom the civilization of our own country is so deeply indebted. They are one of the few peoples who have really changed the course of history so as to deeply affect our lives today.

Use of Conversational Latin. The study will be made very much easier and more interesting if a large amount of proper conversational Latin is used by teacher and class. This will not be found over-difficult if begun at the first and kept up throughout the course.

At first the questions and answers will call for only slight variations in the forms and words and word order of the sentences which have been learned for the day. For example, at section 15, teach the following words: Quis, who? Quem, whom? Quid, what? Significat, means; Anglice, in English; Latine, in Latin. The following questions can then be used in the vocabulary of this and the following lessons: Quid Anglice significat "femina"? Quid Latine significat "woman"? The replies should be in complete sentences: "Woman" Anglice significat "femina"; and "Femina" Latine significat "woman". In section 16 each sentence will lead to questions and answers similar to the following: Quis puellam vocat? Femina puellam vocat. Quem vocat femina? Puellam femina vocat. Have that word of the reply which answers the question placed first, thus beginning with the first lesson a feeling for the effect of Latin word-order. This treatment of section 16 will make section 17 more easy and natural as an exercise in language. With section 23 teach the following words: Qualis, of what kind? (subject) and Qualem, of what kind? (object). After the first sentence has been read aloud by a pupil, ask the following questions: Quis benigna est? Qualis est puella?, securing the following answers: Puella benigna est, and Benigna est puella. The sixth sentence will lead to the questions: Quis statuam pulchram laudat? Quid laudat femina? Qualis est statua? If this method is followed consistently the English-into-Latin sentences need not be assigned for advance preparation by the class. They can be done orally as sight work in the class. If the teacher desires they may then be prepared in writing to be handed in at the next recitation. The pupils may be asked instead of preparing the English-into-Latin sentences to prepare as many questions as they can on the Latin sentences, with the understanding that they must always be able to answer their own questions if no correct answer is received from the class.

Such questions can be made in almost endless variety by the teacher and used for rapid drill on the words and forms that have been learned or are the work of the day. They will lead the pupils practically to memorize the sentences they have studied, teach them to feel the force of word order and to group in their reading the words that belong together in phrases, make the English-into-Latin sentence far less difficult for them, and enable them to do ten times as much prose composition as they do without such drill in the first and second years and do it with pleasure, much of it orally. It is idle for teachers to waste effort trying to work up Latin conversation or exercises on basket ball games and picnic parties or other topics foreign to the work in hand. But abundant material can be found with the vocabulary with which the pupils are struggling in their daily work, and the drill will make its learning easier. In addition, almost without effort a sufficient grammatical vocabulary can be learned to have much questioning and answering in Latin or grammatical points. Most of the grammatical terms are in Latin so like the corresponding terms in English that they require little effort to use, such as casus nominativus, genitivus, dativus, accusativus, vocativus, ablativus; locativus; nomen, pronomen, adiectivum, adverbium, verbum, praepositio, coniunctio, interiectio. Their use will do much to accustom

the pupils to the pronunciation and phrasing of words in a Latin sentence, which will in turn help them to a more natural and easy reading of all Latin. A tentative and suggestive vocabulary for such conversational work can be secured from the Indiana University Bookstore, Bloomington, Ind., for twenty-five cents.

Teaching Pupils How to Study Latin. Pupils often fail in Latin because of lack of proper guidance from the teacher as to how to study. This is particularly true in the first year and the first half of the second year. The teacher should not leave the student in the first year to learn the new principles of the advance lesson merely from the explanation in the textbook. Either from the book or, better still, from the board, with his own method and illustrations, *he should teach the new matter of the advance at the close of the recitation just before assigning the next lesson.*

The new principles will thus have been gone over three times in twenty-four hours. If proper attention is given to reviews, this gives a fair chance for permanent retention. If no time is wasted, and lessons are of proper length and well prepared by the pupils and the teacher, ten or fifteen minutes of a forty-minute period may well be given on the average to study the advance with pupils before assigning it. Pupils who are falling behind will often be enabled to do their work satisfactorily if the teacher will give them a little time privately to show them how to study the work or to point out to them just what they need to review in order to be in proper condition to do the work in which they are failing. Valuable suggestions will often be secured as to what is causing students to fail if they are induced to ask at the beginning of the lesson about points which they have not been able to clear up themselves. The teacher will often be able to analyze the difficulty and remove the cause of failure for the future.

Use of Pictures. Do not neglect to use the pictures in the textbooks. They have been selected with care and purpose, and are meant to be used for instruction. If pupils are encouraged to be inquisitive about them, both they and the teacher are likely to profit by the exercise. The exercise is dangerous, however, for teachers who either know little of Roman life and customs or feel it necessary to maintain a reputation for omniscience. Many points concerning the life of the time can not be taught so well in any other way as from pictures.

Suggestions for a Latin Club and Other Activities. A Latin club, under the management of an enthusiastic teacher, can be made very helpful both in arousing interest and in giving opportunity to present many phases of the interesting life of the Roman people for which no exactly suitable place is found in the regular work. Miss Paxson's "Handbook for Latin Clubs" (D. C. Heath & Co., Chicago), contains suggestive programs with references to sources from which the material for the programs may be obtained.

In connection with either the club or the class work, it will be found very helpful to give a Latin play. Simple plays suitable for class or club use can be composed by the teacher and class. Schlicher, "Latin

Plays" (Ginn & Co., Chicago, 75c), and Paxson, "Two Latin Plays" (D. C. Heath & Co., Chicago, 45c), contain plays suitable for public entertainments.

Latin songs are both instructive and arouse interest. Brown, "Latin Songs with Music" (G. P. Putnam's Sons, New York, \$1.75), contains ample material.

To have the pupils make Latin scrapbooks or prepare a public exhibit will impress upon them the vital connection between what they are studying and their daily reading in their own language. It will lead them also to make a more constant use of their Latin to interpret their other reading. Full directions for finding material and preparing such scrapbooks or public exhibits may be found in Miss Frances E. Sabin's "The Relation of Latin to Practical Life," which can be obtained from the author, 419 Sterling Place, Madison, Wis., postpaid for \$1.67.

OUTLINE OF COURSE

FIRST YEAR

Beginning Latin

(Text: Scott, Elementary Latin)

If time can be had at the first meeting of the class, the introductory lesson should be read with the class, and the pupils should practice pronouncing the Latin words used as examples in these sections. Sections 1-8 should be learned by constant reference to them in the first weeks while pronunciation is being fixed. Students really learn their pronunciation from the teacher. A correct pronunciation adds greatly to the beauty of the language. It also introduces pupils in their first lesson to the most fundamental characteristic of the Roman people, the perfect reign of law among them. Be particularly careful to pronounce long vowels long in unaccented as well as in accented syllables, and to sound double consonants so that they will be heard twice distinctly. The proper time to fix in mind the correct pronunciation of a word is the first time it is met. A conscious effort to say the word correctly should be made at that time. If words are pronounced correctly, it will add little to the pupil's burden to mark all long vowels in written work. It is well to have this done if the teacher is master of a correct pronunciation. If he is not, making the long vowels grows more and more tedious, and is unprofitable.

From the beginning care should be taken not to allow any stiff and unnatural English to be used in translating from Latin into English. The sentence must first be thought through in the Latin way of expressing it, but if this is done aloud it must not be accepted as a translation into English. After the thought is thoroughly understood, it is then to be expressed exactly in our way of putting it. That is translation. Avoid the use of any one English word as an invariable translation for a Latin word. "Laborat" may be "is at work," and should not always be "labors"; "videtur" sometimes means "is seen"; the rather cumbrous "fatherland" should not often be used to translate "patria"; and "agri" should not invariably be "fields." Supply the articles and

possessive pronouns necessary in English idiom. Use the progressive or emphatic form of the English verb if the context requires it. Use our possessive case for the genitive if it makes better English. Use the infinitive in English to express purpose. Use the English indicative without a "may, can, might, could, would, or should" to translate the Latin subjunctive in indirect questions, result, causal, temporal, and many other kinds of clauses. Render ablatives absolute in English idiom. Do not hesitate to change an active construction in Latin into a passive construction in English to preserve the correct emphasis, as is often necessary when the accusative stands first in the sentence. Let "Galba agricola" sometimes become "Farmer Galba" and not always remain "Galba the farmer." In translating connected discourse the translator must always be keenly aware of the requirements of the context in choosing the terms and the phrasing to be used in rendering the original.

The adopted book contains sufficient material for nine months' study. Most of the lessons of the book should be taken in single assignments by the class. Each of the twenty review lessons should give one lesson period. It is meant that the pupil should review the explanatory matter as given in the lessons covered by the review lesson, the vocabularies, and the "Suggested Drill." The sections on English derivatives in each review lesson contain new and important matter. This can easily be enlarged by the teacher and class. The planning and assignment of review lessons should be done with great care. They are important lessons. They must be adapted to the needs of each separate class. Good teaching in first year Latin shows very clearly in the handling of these reviews. The average class in eight months schools should complete the book to the bottom of page 258. Strong classes in seven months schools can do this, but many classes in such schools will close the first year's work with Lesson LXXXIII.

SECOND YEAR

Caesar

(Text: D'Ooge and Eastman; Caesar in Gaul)

(Contains Composition and Grammar)

The standard college entrance requirement for second year of Latin is books I to IV of Caesar's Gallic War, or an equivalent, with one exercise a week in Latin composition. This amount can be covered properly by well prepared classes in a nine months' school year, but is too great for many schools. Teachers who find that they can not complete all of this requirement thoroughly should cover as much of it thoroughly as they can. The rest of it may be in part read at sight in the classroom without previous preparation, in part it may be parcelled out to the different members of the class, each to prepare his best translation for the small portion allotted to him. When these portions are then translated in succession in the class, the story at least of a considerable portion of a book can be covered in one day. In sight translation the teacher should read Latin aloud to the class, with careful phrasing and emphasis,

pausing at suitable stops in the long sentences to call for translation up to the point reached in his reading. This is an excellent exercise for teaching pupils how to study for translation, and should be used frequently to help students begin preparation of the advance lesson in the second half of the year. It can not be so successfully used before the pupils have made a good deal of progress in mastering Cæsar's vocabulary. It will succeed best in classes that have been given the conversational work suggested above. After a sentence has been worked through in this way, a real translation of it should be given by the teacher or a pupil.

Teachers may be advised to postpone or to omit the latter half of Book I, because of the great portion of indirect discourse contained in it. The state text is planned to facilitate such postponement. See Preface, p. 3. If the four-book edition is used, Book I may be completed after Book IV. If the seven-book edition is used, any of the annotated portions of the last three books will be found more interesting. If any portion is to be read wholly at sight, chapters 24 to 58 of Book V will be found most suitable for the purpose.

A properly prepared class should read chapters 1 to 29 of Book I in ten or eleven weeks. After that the rate of progress should be progressively more rapid as Cæsar's vocabulary and syntax become more familiar. A teacher who expects to read the full four books must plan to complete Book I in the first half year; or, preferably, the first half of Book I and the whole of Book II. Books II, III, and IV, or III, IV, and the latter half of I can be read in the second half year.

Classes not strong enough to begin Cæsar at once will do well to read the selections at the back of the beginner's book for a month. If more is needed, Nutting's First Latin Reader (American Book Co., Cincinnati) furnishes the best material.

In this year the mastery of the forms must be made sure by all necessary drill on them, and the fundamental things in Latin syntax should be sufficiently taught for all future purposes. The paradigms at the back of the textbook should be used at the beginning of the year for a comprehensive rapid review of the forms, and additional drill should be given by calling for forms in connection with words occurring in the lesson. There should be some definite point or points of syntax assigned to be prepared for each lesson. In the notes on the first half of Book I the third occurrence of each construction is indicated. It is a good plan to have the pupils read up on these constructions in the grammatical appendix and collect the three illustrations in their notes to review the construction. The teacher can find in Byrne's "The Syntax of High School Latin" (University of Chicago Press, Chicago, 75c) the number of times each construction occurs in Cæsar and the place of its first occurrence. From this list he should draw up a list of the constructions which he will make sure are understood by his class. Constructions which occur only once or twice may be passed with less attention until they are needed more urgently later in the Latin course. Careful attention to the learning of words will do more to make the reading become easy as the class proceeds than any other thing the teacher can do. In Latin as in other studies, poverty of vocabulary makes clear comprehension

impossible, and balks progress at once. Not all words are of equal importance for the student of high school Latin. In Lodge's "Vocabulary of High School Latin" (published by Teachers' College, Columbia University, New York City, price \$1.50) will be found a list of 2,000 words of frequent occurrence in high school Latin. The student who has mastered these 2,000 words and learned how to look for the meaning of a word by looking for its component parts will be in fine condition to read any Latin or English author. Teachers can find from this book just what ones of these two thousand words occur for the first time in each chapter of Cæsar. He should have pupils underscore these in their textbooks and copy them alphabetically into their own word lists, with their meaning, analysis, and kindred words in Latin and English. A study of these in class will be richly repaid in later progress. In the first four books of Cæsar are found 979 of these 2,000 words, and a thorough knowledge of these 979 words should be an absolute requirement for a pass in Cæsar. Eight hundred and one of these 979 words are found in Book I. This is the principal reason why progress is necessarily so slow in the first book. It is also the reason why, if a class has had a good teacher, the last part of the year in Cæsar becomes so much easier for the pupils.

The matter in the introduction to the textbook should be studied in connection with the passages in the text which it serves to explain. Short assignments should be made for definite preparation when it can be made helpful. Attention is again called to the necessity of studying the pictures. In many schools the boys in manual training have made the work in Latin more definite and therefore more interesting by constructing many of the objects described in the introduction or in the text, using the pictures as their guide.

Cæsar's narrative is full of interest to those who follow it intelligently, but no narrative has ever been written which would be interesting if read at the rate of a few lines a day and with no attention to the narrative as a whole. Any effort to make Cæsar's story known and understood will be repaid by the interest of the class. Moreover, the effort is worth making for its general educational value. The state text attempts to ensure an understanding of the story by its maps and notes; but the teacher's co-operation is needed. Outline maps of Gaul may be obtained at slight expense from The McKinley Publishing Company, Philadelphia, Pa.

N. B.—Do not let the edition with notes be used in class.

The publishers furnish a separate copy of the text with every copy sold. Insist that the pupils use it in class. If they have trouble in getting it, write to the publishers. The notes and vocabulary are printed on the same page with the text for convenience in studying, not for class use.

To the work of prose composition one recitation per week may be given. It can easily be made a waste of time and a most discouraging and interest-killing exercise. It can also be made the most interesting exercise of the week, and very helpful in making definite and fixing the knowledge of syntax, and in teaching discrimination in the use of words. The teacher should spend a portion of the lesson period in studying the

advance lesson with the pupils. He can with great profit discuss individual sentences of the advance with the class, to show them how to attack the points of the lesson. If the class is weak, and finds only discouragement in trying in vain to do the prose, take the whole class period to study the principles, and to work out the sentences with the class. Let them then go away and use a preparation period to reproduce the sentences without notes. It is practically a waste of time for the teacher to correct exercises unless the pupils report, preferably in writing, on their errors. Pupils may annotate their corrected paper somewhat as follows: This adjective should agree in gender with the noun —; this verb should be plural because *castra*, its subject, is plural; I have used an infinitive to express purpose; *populus* means "a people," not "people," etc. If the use of question and answer in Latin, as suggested above, has been kept up the work in prose composition will have been robbed of most of its discouraging features.

Both teacher and students will find Collins' "Cæsar," published by Lippincott & Co., Philadelphia, price 50c, a delightfully suggestive appreciation of Cæsar and his writings. Holmes' "Cæsar's Conquest of Gaul" (Macmillan Co., New York, \$1.75) should be on every teacher's desk. The maturer students may read with profit the account of the campaigns they are studying in Dodge's "Cæsar," in the Great Captains series published by Houghton Mifflin Co., Boston, two volumes, \$4. Froude's "Cæsar: A Sketch," gives a background for the course and for that of the following year, Scribner's, New York, 50c; Davis' "A Friend of Cæsar," Macmillan Co., New York, 50c, is an instructive historical novel; more elementary, but interesting and helpful.

THIRD YEAR

Cicero

(Text: Cicero's Orations and Letters—Johnston-Kingery)

The third year of Latin study is devoted usually to Cicero—selected orations alone, or these together with some of his letters. The student who has mastered his beginner's book and read Cæsar should be able now to pay more attention to the elements of style. Of course accuracy in grasping the thought and rendering it into correct English must be required at all stages of the study of any language; but this should at length become largely a matter of habit, leaving the student free to feel and reflect some of the niceties of expression. He should begin to weigh and discriminate between English synonyms and select the best word or phrase for the translation of each particular passage. He must not, for example, slavishly render *res* "thing" or "affair," but must note its reference in the context and translate accordingly (see note on I, 3, 11.) The verb *dare* certainly means "give" and *facere* "do," but in various connections many fine shadings of these fundamental ideas are to be felt and brought out in translation.

It is common to read the first four orations in *Catilinam*. A class may profitably omit one, say the second, and take instead an equivalent amount from other orations or from the letters. Some teachers prefer

to present the speeches in their chronological order, beginning in the "Manilian Law" (*de Imperio Pompeii*) before the Catilines. In favor of this is the further fact that this oration is outlined very fully and clearly by its author and consequently is easier to read understandingly. If this course be followed the order for classes using the smaller edition of the Cicero will be M.L., I, II, III, IV, Archias, with such use of the letters and the Sallust as the teacher may determine.

The ten-oration edition offers a much wider range of reading. To the six orations and twelve letters of the smaller book are added the opening argument against Verres—Cicero's first great legal success—and a vivid passage from the latter (unspoken) arraignment; two of the "Cæsarian" orations; the fourth Philippic; and nine more letters illustrating phases of the orator's later life. This enables the teacher to vary the program from year to year, substituting the Verres or some of the later speeches for one or another of those more commonly studied. Between the Verres, at the beginning of Cicero's career, and the Philippic, delivered less than a year before his death, was an interval of more than twenty-seven years, and the careful student will be interested in seeing what difference he can detect between the orator's style at thirty-six and sixty-three.

With either edition the letters may be used for regularly assigned study, for mere illustration or for sight reading. They reveal the human side of their author as his public speeches cannot do, and their style is more colloquial.

Sallust's history of the Catilinarian conspiracy, which is given practically entire, may be read as a whole or merely used for reference. If time permits no more, the teacher may well read to the class—while its members follow with the text before them—the portions bearing on the contents of each oration as studied, noting points of agreement or difference between the two authors. The speeches of Cæsar and Cato in chapters 51, 52, may be compared with Cicero's fourth in *Catilinam*, which was made in the course of same debate. In the same connection may be read letter 17, showing how the orator felt long afterward regarding his own and Cato's part in the affair.

Formal study of the grammar in connection with Cicero will, aside from needed review, deal especially with the matter of complex sentences and the use of moods, and this will naturally be emphasized also in the work in composition. The review questions at the end of the notes of each chapter in orations I and II are intended to aid in keeping fresh in mind constructions already learned. The list can be extended by the teacher at will.

The introduction may be assigned for study as a whole in lessons of convenient length, or the parts bearing on each oration may be taken in connection with it—§§1-43 of the life of Cicero in preparation for the reading of Oration I, §§44-50 for III; §§51-59 for IV, etc. The second part of the Introduction, dealing with "The Roman Commonwealth," may be studied in formal lessons, or read in class with necessary elaboration and explanation and then used for reference. Special topics, with references also to larger works, may be assigned to students for reports—say on the powers and duties of the different officials, the

functions of the senate, the *curus honorum*, Roman courts and juries, etc., *ad lib.*

A difficulty often experienced is that of getting the class to comprehend an oration as a logical whole. Reading a small portion each day and centering his attention on the difficulties of language and style the student is too apt to forget the larger purpose of the whole argument. It is a good practice, therefore, for the teacher—or even better for some member of the class—to take a recitation period on the completion of an oration and read it through at one sitting, while others follow his translation with the text before them. Any one of the Catiline orations can easily be translated thus in less than forty minutes.

FIRST TERM

M.L. and Orations Against Catiline I and III

SECOND TERM

Orations Against Catiline IV. Achias. Letters

FOURTH YEAR

Vergil

(Text: Vergil's Aeneid—Knapp)

The primary purpose of a course in Vergil, it is needless to say, is to read and understand Vergil himself. To that end all else should be subordinated. Yet, in the accomplishment of this primary purpose should be achieved, naturally, most, if not all, of the results named below as a desirable outcome of the study of Vergil. If the time is lacking for the proper reading of Aeneid I-VI complete, Books III and V may be read more rapidly or may be omitted entirely.

From the study of Vergil certain results should be gained, in the order here named: (1) An appreciation of the difference between the language of Latin prose and the language of Latin poetry; (2) an appreciation of poetical form (meter and versification) as a vital element in poetry; (3) some idea of Græco-Roman mythology and religion; (4) some conception of the impression made on the Romans by the history of Rome; (5) Vergil's purpose in writing the Aeneid and the way in which that purpose was accomplished; (6) Vergil's merits; (7) Vergil's relation to his contemporaries, in literature and in public life both, and to his literary predecessors; (8) Vergil's influence on later ages. Help on all of these topics will be found in Knapp's Vergil. Use the index at the back of the book freely.

FIRST TERM

Vergil's Aeneid: Books I and II

(For Book III, see suggestions in Introduction)

SECOND TERM

Vergil's Aeneid: Books IV and VI

(For Book V, see suggestions in Introduction)

Schools offering but three years in Latin should teach Cicero and Vergil in alternate years, in order that students who desire may have an opportunity of taking both.

FRENCH

AIMS IN THE STUDY OF FRENCH

The aim of the high school course of three years is to prepare the pupil to read French easily, to understand simple French when it is spoken to him, and to speak and write it with some degree of fluency.

In general the goal of the first year's work is to secure a reasonable accuracy in reproducing French sounds, to acquire a knowledge of the fundamental principles of the *elementary* grammar, and to stimulate interest in the language and the people by the reading of a part or whole of one book in French.

In the following two years the aims are: (1) the development of the power of the pupil to understand simple French on familiar subjects when it is spoken to him and to reply in correct sentences the words of which are properly enunciated and pronounced; (2) the development of a clear understanding of the grammatical relations of the language which knowledge is tested by the pupil's ability to write simple French based on the texts he has read in class; (3) the development of his ability to translate *accurately* easy texts in the second and third year and in the latter part of the third year to read simple French without translation.

METHOD

The method in teaching will depend upon the equipment of the teacher, the size of the class, and the particular needs of the students who make up the class.

Without entering into a discussion of the merits of the so-called Direct Method, we may say that it should not be used unless the teacher is perfectly at home in the French language.

However, the present tendency in modern language instruction is a modified form of the Direct Method.

PRONUNCIATION

A reasonably correct pronunciation is essential and can be acquired only by tireless effort on the teacher's part every day during the first year.

It is perhaps inadvisable to teach your children pronunciation by way of the phonetic alphabet, but when they fail to reproduce the sound given a teacher with phonetic training can give brief helpful directions which enable the pupils to pronounce the difficult sounds. In addition to this, phonetic symbols make it possible to assign home work with less danger of the pupil's associating wrong sounds with normal spelling. For the teacher's use in connection with phonetic instruction Nitze and Wilkins' *A Handbook of French Phonetics* (Holt), Geddes' *French Pronunciation* (Oxford), or Cerf's *Essentials of French Pronunciation* (Holt) is recommended.

A large amount of oral drill should be supplemented by some formal reading during the first year. During the next two years the amount of oral drill should be decreased gradually and more time given to formal reading during the first year. During the next two years the amount

of oral drill should be decreased gradually and more time given to formal reading. Dictation is of value but lack of time will prevent an extensive practice of it.

CONVERSATION

Oral work gives life to a class. The first steps toward conversation are slow and the results are likely to be grammatically inaccurate. If at the end of the first year the pupils have enough confidence in themselves to ask and answer simple questions on the lesson and to retell matter studied in previous lessons the teacher has no cause for discouragement. During the next two years real conversation of an elementary type may be employed. The topics of conversation should be always concrete, interesting, and not too difficult. The teacher should not do any more of the talking than is necessary.

GRAMMAR

The important principles of grammar should be thoroughly mastered (if it takes the entire three years to do it) before the pupil is introduced to the manifold niceties of the language. Much grammar can be learned gradually from the reading, for instance some of the irregular verb forms, irregular adjectives, and indefinite pronouns. Whatever the method by which the grammar is taught, the teacher must remember that application of rules is a sure test that the explanation is understood.

During the first year the exercises in the grammar furnish the necessary composition work.

In the second year the bulk of the work may be based on the stories read in class. The teacher may compose sentences for translation, using the subject-matter in the text or may make use of the exercises sometimes included in the book. A thorough review of grammar should be undertaken also, using either the grammar of the year before or a more advanced one.

During the third year, exercises based on the text may be used or a composition book may be taken up. Original compositions on easy subjects are sometimes found profitable.

READING

The texts read, especially in the first two and a half years, should be simple, varied, and full of interest for the pupils. Such texts are easily secured because one has a vast number of publications from which to make a selection.

Several easy texts are of more benefit than one difficult one. It is inadvisable to read a classic in a three year's course.

The translation of the text must be accurate. The pupil must be made to account for the small words as well as for the large ones. Idiomatic English should be insisted upon.

Sight reading is of value in the third year.

Outside reading may be given to students who are above the

average. The books should be simple and the pupil should try to get the sense of the passage with but infrequent recourse to a dictionary. These pupils may be required to memorize short prose selections.

The very common French idiomatic expressions can be learned from the reading lessons.

THE CLASSROOM

There should be in the classroom: (1) a map of France (Rand, McNally and Co.); (2) pictures of French men, monuments, and scenes; (3) a good French-English and English-French dictionary and the "Petit Larousse illustre," or the "Larousse pour Tous"; (4) a French magazine, if possible "L'Illustration" or "Les Annales."

Any of the following dictionaries is good:

Gasc, French-English and English-French (Holt, \$1.50).

Heath, French-English and English-French (Heath, \$1.50).

Edgren and Burnet, French-English and English-French (Holt, \$1.50).

Elwall, French-English and English-French (2 vols., Stechert, \$4.00).

COURSE OF STUDY

The following outline is prepared as a suggestion only. The amount of work done in any year depends upon the size and ability of the class:

First Year French

1. Grammar; any text, not too inclusive, giving a horizontal perspective of the course.

The achievement in grammar at the end of the first year should include a working knowledge of the simple tenses and of the past indefinite tense of regular verbs together with the same knowledge of a few of the more common of the irregular verbs, *vouloir*, *pouvoir*, *faire*, *etre*, *avoir*, *aller*, *savoir*.

Pronouns in their various ramifications should be mastered. This feature of the course will include disjunctives, conjunctives, position of pronoun objects, the agreement of past participles, and a study of the complex sentence. Adjectives are studied in relation to their nouns. The parts of speech are all presented in their relation to one another.

2. Reading
100 to 150 pages

In addition to the grammar a book of short stories should be introduced during the course of the first semester; most classes are ready for such a book at the end of the first six weeks of study. There are a number of books suitable for work with beginning classes, among which "Le Premier Livre" by Meras has proved itself one of the best. Dr. Wooley and Mr. Bourdin have on the market their "French Reader for Beginners," (D. C. Heath & Co.) which promises to be equally as good.

CLASSES SUGGESTED FOR USE IN SECOND YEAR FRENCH

Two courses are outlined for this year's work. Number II is a trifle more difficult than Number I, but it is not beyond the ability of the average class. The diversity of interest and ability of pupils makes it difficult to prescribe a definite course in reading.

Number I.

Guber: Contes et Légendes, First Book.
 Malot: Sans Famille
 Labiche et Martin: La Poudre aux Yeux
 Meilhac and Halévy: L' Eté de la St. Martin

Number II.

Aldrich and Foster: French Reader
 Labiche et Martin: Le Voyage de M. Perrichon
 Labiche: Le Grammaire
 Halévy: L'Abbé Constantin
 or
 George Sand: La Mare au Diable.

French; 1st year

Aims of the course

1. To ground the class in the rudiments of French grammar.
2. To perfect the class in its pronunciation of French.
 Note. The author purposely refrains from any discussion of the use of phonetics. She has her own ideas; other teachers will have theirs. The goal is pronunciation. One should not be arbitrary about the route.
3. To enable the class to comprehend the spoken language.
4. To encourage the pupil to practice speaking the language.
 Conversation has been placed last in this list of aims in the study of French, not because of any desire to minimize this feature of the course, but because the author realizes the hopelessness of giving pupils a speaking knowledge of the language in one or two, in three or four years' time. The first three of the aims enumerated can be, should be realized. The conversational ability attained by the class will depend upon the effectiveness with which the other three aims have been presented.

Methods of Attainment

1. Grammar

1. Drills, written and oral, upon expressions involving the point in question. The wording of a rule is of secondary consideration.
2. Vocabulary tests; may take the form of a match. Insist upon the acquisition of a vocabulary.

3. Verb blanks increase enthusiasm for the study of conjugations.
4. Concert work revives the flagging interest of a class.
5. Prose sentences involving points under discussion; never trust a class with prose involving unfamiliar points in grammar.

2. Pronunciation

1. Daily drill upon words and sounds. Concentration upon troublesome sounds and combinations.
2. Scale running.
3. Rhymed memory lines are very helpful in the establishment of careful habits of pronunciation.
4. Oral reading, daily.

3. Comprehension

1. Speak French! The teacher should begin with the first lesson to speak French to the class. The attention of the class is secured and held. Pupils realize at once that in order to understand they must listen with eyes as well as with ears.
2. Read a familiar story to the class.
3. Dictation exercises keep pupil alert for fine distinctions of sound.

4. Conversation

1. Teach some simple expression every day; the first day the class will be interested in "Bon jour"! followed the next day by "Comment allez vous?" and again by the answer "tres bien, merci!", "Il fait beau, j'ai froid, j'ai faim, quelle heure est-il?" each has its place in the child's vocabulary and is valuable in creating interest in the course.
2. Encourage the class to use what vocabulary it has acquired. Direct simple questions involving answers in terms of expressions already learned. The teacher broadens her questions as the vocabulary of the class increases.
3. When the reader is taken up the questions may deal with the story under consideration.
4. Insist upon the mastery of new words as they occur. Without a vocabulary we can hope for nothing from our language classes. It is not hard to discover the text of this little outline on methods. It resolves itself into one word, "drill." Vary the drill, to be sure, but drill! Drill on grammar, drill on pronunciation, drill in conversation. One does not learn language by the lecture method. One must use what one has acquired. There are many interesting things to do. Drill work fits nicely into that minute or half minute between bells. There is time for the conjugation of a verb, for a couple of memory gems, for a spirited vocabulary test. The language teacher is particularly favored in that having so many things to accomplish she can hardly fail to accomplish something.

Checking Results

1. In pronunciation
 1. Daily drill on old words, and on new words involving familiar sounds.
 2. Sight reading in French.
 3. Memory lines.
2. In Grammar
 1. Class drills, short, not more than five minutes long. This work is easily marked and furnishes the teacher a check on her own work as well as that of the class.
 2. Comparison of results of work of different classes.
 3. Prose, either as class work or home study, tests the pupil's knowledge of points discussed in class.
 4. Frequent reviews, daily reviews over trodden ground. If the class is small the teacher can check her class accurately on its oral work. If it is large, and an enrollment above twenty is large in a language class, she can not depend upon this check; the short written test does not consume much time and is an incentive to the class. One should never require more written work than one can mark accurately and return to the class.
3. In Reading and Conversation
 1. Vocabulary tests
 2. Sight reading
 3. Conversation over familiar subjects
 4. Practice in the use of idiomatic expressions
 5. Dictation

SECOND YEAR

Grammar: Review work done in first year. Continue the lessons in the same grammar or change the point of view by using a different text. Constant drill in irregular verb forms.

Reading (200-250 pages):

Daudet—Le Petit Chose (Ginn) edited with exercises that furnish grammatical drill.
 Halévy—L'Abbe Constantin.
 Labiche et Martin—La Poudre aux Yeux.
 Bréte—Mon Oncle et Mon Curé.
 Verne—Le Tour du Monde en 80 Jours.
 Erckmann-Chatrian—Madame Thérèse.
 Zola—L'Attaque du Moulin (Longmans, Green).
 Bruce—Contes de la Guerre de 1870.
 Fontaine—En France (Heath).
 Scribe et Legouvé—Bataille de Dames.

THIRD YEAR

Grammar: A rapid review with grammar used previously.
 Drill on irregular verbs.

Composition: François—Introductory French Prose Composition (American Book Co.) or other suitable text.

Reading (about 300 pages):

France—Le Livre de mon Ami.
 Dumas—Le Comte de Monte-Cristo.
 Dumas—Les Trois Mousquetaires.
 Bazin—Les Oberlé.
 Mérimée—Colomba (with Grammar and Composition Based on Colomba-Roux).
 Sand—La Mare au Diable.
 Sand—La Petite Fadette.
 Daudet—Contes.
 Loti—Le Roman d'un Enfant.
 Malot—Sans Famille.

Outside Reading: Books listed under second year reading.