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BULLETIN OF THE UNIVERSITY OF WISCONSIN
No. 754; High School Series No. 14

A HANDBOOK FOR LATIN TEACHERS

BY
FRANCES E. SABIN
Assistant Professor of Latin
The University of Wisconsin

The University of Wisconsin
MADISON
1915

HIGH SCHOOL SERIES

1. The High School Course in English, by Willard G. Bleyer, Ph. D., Associate Professor of Journalism. 1906. 1907. 1909. 1911.
2. The High School Course in German, by M. Blakemore Evans, Ph. D., formerly Associate Professor of German. 1907. 1909. Revised by Chas. M. Purin, Assistant Professor of German, 1912.
3. Composition in the High School. The First and Second Years, by Margaret Ashmun, Instructor in English. 1908. 1910.
4. The High School Course in Latin, by M. S. Slaughter, Ph. D., Professor of Latin. 1908.
5. The High School Course in Voice Training, by Rollo L. Lyman, Associate Professor of Rhetoric and Oratory. 1909.
6. The Relative Standing of Pupils in the High School and in the University, by W. F. Dearborn, Ph. D., formerly Assistant Professor of Education. 1909. (Out of print)
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12. The High School Course in Agriculture, by K. L. Hatch, Professor of Agricultural Education. 1911. 1913.
13. Requirements for Admission to the Freshman English Course (English 1), issued by the Department of English, The University of Wisconsin. 1913.
14. A Handbook for Latin Teachers, by Frances E. Sabin, Assistant Professor of Latin, The University of Wisconsin. 1915.

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NOTE.

The title appearing at the top of the pages throughout this handbook should read "A Handbook for Latin Teachers." "The Relation of Latin to Practical Life" is another publication by the author but is not a University publication.

CONTENTS

*The University publishes under separate cover a phamphlet which sets forth the practical ends of the study of Latin.

**On the six-year plan for the high school course, the years first, second, third, and fourth as stated above will be designated respectively as Latin IV, Latin III, Latin II, and Latin I. The grades ordinarily designated as seventh and eighth, will be called Latin VI and Latin V.

PREFACE

The outlines, plans, methods, etc., of this book are those in use in the High School of The University of Wisconsin. They may or may not be useful in this exact form for other schools. They are printed in this Manual in the hope that they may be suggestive, at least, to teachers in arranging their own work to suit their special needs. The Latin Department of this school is ready and anxious to co-operate with the teachers of the state in every way. Many of the devices mentioned in the following pages will be illustrated more at length in the class rooms of the school and as fast as possible various kinds of equipment useful in the teaching of Latin will be prepared and kept on view for the use of teachers who are not yet adequately provided with material in these directions.

INTRODUCTION

1. Latin as a practical study

In the demand of the day for "practical" returns, the teacher of Latin has nothing to fear. It is entirely proper that the educational world should ask the question, "What, after all, are the advantages of the study of Latin?", and altogether just that the study should stand or fall by the criterion of usefulness in the training of the child. If the teacher has failed to think out the practical ends of his subject (and they are many) or failed to provide for them in his scheme of teaching, the criticism of the world is a most fortunate thing for him. He will need to face the situation frankly and reform. And this is what has really happened throughout the country during the past fifteen years in a countless number of cases. No concessions have been made by the sane teacher in the way of lowering proper standards or substituting entertainment for achievement. But while the critics of Latin study have been hurling their thunderbolts, the wise classical teacher has done some quiet thinking. He has looked at his subject from a wider angle than he did before and has come to see it more and more from the point of view of modern conditions. And fortunately for him, he has been forced to think out the really practical ends of his subject, and to estimate in terms of the useful its contribution to the cause of education. In doing this he has very likely changed the emphasis of his teaching considerably—not at all in the way of making it easier, but rather in the line of a readjustment of values. To define these values in terms of the "practical" is altogether possible. But in so doing, it is likely that he may need to convert some of his critics to the idea that the word is not to be confined entirely to a matter of dollars and cents and the ends of immediate usefulness. He may need to show that it has a far wider meaning as well, and that in any scheme for equipping a child to lead an intelligent, useful, and interesting life, distant ends must be considered quite as much as those which look to the immediate

present. He is not a foe to vocational education for developing efficiency in some one occupation. He recognizes its importance and he believes that to this kind of training Latin brings a valuable contribution. But he also sees that it is quite as "practical" a thing to provide for meeting various and changing conditions of life as to provide for specialized efficiency in any one branch. Surely America needs not one kind of training, but *both* kinds, and the study of Latin is peculiarly fortunate in being able to contribute in varying degrees to both these ends.

2. General Aims of the Latin Course

(a) To give the pupil an intimate acquaintance with words of his own language so enormous a proportion of which are of classical derivation.

(b) To give the pupil a feeling for the relation of words in any language.

By the constant study of sentences, the interrelation of whose words are concretely and strikingly indicated by inflections and terminations, by continued practice in seeing the logical relations between these parts of the sentence as he must do in a translation from the Latin, and by building up the endings and arranging words in order as the writing of Latin prose demands, the pupil acquires a basis of familiarity with language relations in general which should conduce to a greater ability not only in the English class room, but in any language work.

(c) To furnish abundant opportunity at every meeting of the class for practice in the use of concise English expression in connection with a given idea which confronts the pupil, and cannot be eluded or changed to suit his convenience as might happen if he were furnishing the idea as well as the words.

(d) To provide the student with some basis at least for discrimination in judging literary values, and a beginning of an appreciation of good literature. This aim can surely be realized to some slight extent even before the Virgil year where the chances for emphasis on this point are more striking.

(e) To give the pupil as great an ability in reading Latin as is possible in the time allowed.

The success or failure of the Latin work in the high school, should not rest alone upon ability to read Latin fluently; but,

although this should not be the chief end, the course should provide the pupil with so thorough a grounding in essentials that the rewards in the way of ease in reading may be marked in his college work.

(f) To supplement the work in Roman history by giving the pupil an intimate knowledge of the characters of a few of its leading men whose influence upon civilization and literature has been of very great importance, and to make him realize more fully by reason of an acquaintance of years in which details can be gradually absorbed, the striking features of Roman life and thought which the educated man of the present finds a very useful background for his view of the modern world. This aim cannot, of course, be otherwise than subordinate in the work of the four years. A large part of the pupil's knowledge and appreciation of these points must necessarily spring from the teacher's rich scholarship, and come through illuminating comments from time to time. But Rome should surely mean more to the Latin student of history than to one without this training.

(g) To cultivate directly,* if possible, and indirectly, at least, a familiarity with the myths of Greece and Rome, and to develop a feeling for their importance in the world of literature, art, and modern thought.

(h) To provide during the years when it is most needed, a training in meeting and overcoming great difficulties, in cultivating habits of persistence and steady application to points which may or may not in themselves seem vitally interesting to the pupil.

*The importance of a separate course in classical mythology cannot be overestimated when one thinks of the direct bearing of this subject upon the work of the History and English departments as well as upon the Latin. In schools where the pressure of time is keenly felt, it is possible to use a vacant hour once a week for this work and combine it with the three departments.

II

THE FOUR YEAR LATIN COURSE

1. First Year

(*a.*) AIMS

The chief aims of the work in the first year on the part of the pupil should be the habit of accurate pronounciation, the thorough memorizing of a reasonable number of Latin words with their English meanings, an unquestioned mastery of the essential forms of the beginning book, some understanding of a few of the simpler forms of syntax, and an increasing ability to read sentences alone and in connected discourse. The teacher should try to develop during the year a respect for the subject of Latin in the mind of the pupil based upon the growing conviction through his own experience that it has a practical value for him in his scheme of high school studies.

(*b.*) SUGGESTED OUTLINE OF WORK FOR THE FIRST YEAR

(1) *Text*

Lessons I to LXXVIII in D'Ooge's *Latin for Beginners* (or an equivalent amount in any other text) with such omissions in forms and syntax as are indicated in the outline entitled "Minimum Amount of Form and Syntax Work in Connection with High School Latin."* At least three weeks at the end of the year should be given to the rapid reading of the selections in the back of this book or in such a text as *Fabulae Faciles.*

(2) *Vocabulary*

Special emphasis throughout the year on the acquisition of at least 400 words, 50 of which are to be worked out on the "Derivative Blanks."†

*See Appendix A for a discussion of its purpose and importance.

†For an explanation of their use see page 46.

(3) *Forms and Syntax*

Special emphasis upon the forms and such points of syntax as are included in the Form and Syntax Outline under First Year Work.

(4). Preparation of a notebook to be continued throughout the year known as *The Practical Uses of Latin*, in which the pupil collects material to illustrate the headings of the Latin Exhibit Manual entitled *The Relation of Latin to Practical Life.*††

(5). The study of the myths of Greece and Rome. At least one hour a week outside the Latin recitation should be given to this course.

2. Second Year

(*a.*) AIMS

During the second year of high school Latin the pupil should reasonably expect to acquire thoroughly at least 300 new words (he will become familiar with many more) with a growing sense of their importance in English derivatives in general, and their direct usefulness to him in his high school study of English, science, French, mathematics, etc. He should add a definite number of forms to those which he acquired in his first year, and become daily more proficient in the use of all of them. In other words, he should be able, more and more, to read the language of the forms and to understand at a glance the signboard, as it were, of the verb ending "t" which says to him, "I am the third person singular," etc. From both of the preceding advantages and the deeper study of the principles of syntax, he should find himself able to make out the meaning of the Latin text with more ease and less haphazard guessing, and to express this meaning in simple and correct English. Because of his deeper perception of the relation of words as conveyed by the position and endings, he should have a growing sense of power when confronted by a new piece of Latin, and should find himself saying less and less often, "I know all the words, but can't put them together." To this end alone of increased facility in the use of forms and the deeper appreciation of the relations involved should the prose work of the year be directed.

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††For a discussion of this device, see page 22.

Perhaps for the first time, too, the pupil will perceive that there is something like literature back of the mechanical ends, and if the teacher be skillful, before the end of the year he will find himself intensely interested in the doings of Caesar and the Romans. At least the course is a failure for him if he can truthfully say at the end of the year, "I read Caesar, but I don't know yet what it is about." It has been the experience of the writer that it is comparatively easy to develop a high degree of enthusiasm for the Caesar stories among pupils who are well grounded in the first year work, and that there is very little truth in the statement that Caesar "can't" be made interesting. On the whole it seems more full of human interest in the hands of a live teacher than any proposed substitutes.

(*b.*) SUGGESTED OUTLINE OF WORK FOR THE SECOND YEAR

(1) *Text*

A. Minimum Amount

Fabulae Faciles (Kirtland, Am. Book Co.), three weeks' work in rapid reading (or a similar text).

Gallic War

Book I, Chaps. 1–29 (Helvetian campaign). (Summarize for the class Chapters 13, 14, and 18).

Book II, Chaps. 16–28 (Battle with the Nervii).

Book III, Chaps. 7–16 (Battle with the Veneti).

Book V, Chaps. 26–52 (Attack of Ambiorix upon the Roman legions among the Eburones and the camp of Quintus Cicero).

Book VII, Chaps. 68–89 (Siege of Alesia).

(An approximate equivalent of Bks. I-III).

B. A More Extended Course

Fabulae Faciles, three weeks' work in rapid reading.

Gallic War

Book I, Chaps. 1–29 (Helvetian Campaign).

Book I, Chaps. 30–54 (War with Ariovistus).

Book II, Chaps. 16–28 (Battle with the Nervii).

Book III, Chaps. 7–16 (Battle with the Veneti).

Book V, Chaps. 26–52 (Attack of Ambiorix upon the Roman legions among the Eburones and the camp of Quintus Cicero).
Book VII, Chaps. 68–89 (Siege of Alesia).
(An approximate equivalent of Bks. I-IV.)

(3) *Forms and Syntax*

See separate outline in Appendix entitled *Minimum Amount of Form and Syntax Work in Connection with High School Latin.*

(4) *Prose*

An amount not exceeding one recitation per week and consisting of sentences based upon the *Syntax Outline* for the Caesar year. A suitable prose book may be used or (preferably) the teacher may write her own sentences from day to day, thus correlating them more closely with the text and the *Form and Syntax Outline.*

(2) *Vocabulary*

A review of the words learned in the first year and the memorizing of at least 300 new words, 50 of which are to be worked out on the *Derivative Blanks,* if time permits.

(5) *Military Antiquities*

A study of such material as is given in the introductory matter of the Caesar text.

3. Third Year

(*a*) AIMS

An increasing facility in the use of the Latin language and hence a growing sense of ease in attacking a new passage; a constantly increasing Latin vocabulary with a deepening consciousness of its practical value not only in helping the pupil to translate more easily but also in illuminating for him meanings of otherwise obscure words in English, science, etc.; a greater mastery of English expression arising from constant practice in oral and written translation with a finer sense for shades of meaning and exactness in the choice of words; a more or less intimate acquaintance with the life and thought of the Romans, and some perception, at least, of the main points of Cicero's literary style—these should be the aims sought in the Cicero year.

(*b*) SUGGESTED OUTLINE OF WORK FOR THE THIRD YEAR

(1). *Text**

Cicero

Oration for Pompey

Orations against Catiline, I, II, III, IV.

Oration for Archias

For Catiline II and Archias, it is often desirable to substitute selections from the following:

(1) The Plunder of Syracuse
(*In C. Verrem*, Actio II, Lib. IV., Chap. 52–60.)
(2) Selections from the *Metamorphoses* of Ovid.
(3) *Virgil*, Book II, 1–249.
(4) *The Phormio of Terence* as abridged by Fairclough and Richardson (Benjamin Sanborn Co.) This is especially recommended for the last three weeks of the year.

(2) *Vocabulary*

Review of the words learned in first and second years and the memorizing of at least 350 new words.

(3) *Forms and Syntax*

See separate outline entitled *Minimum Amount of Form and Syntax Work in Connection with High School Latin.*

(4) *Prose*

Sentences based upon the *Syntax Outline* equivalent in amount to one recitation a week throughout the year for the average student. In the case of students preparing for college entrance examinations the amount of prose work should be increased. As to text-book, see this heading under the *Caesar Outline.*

4. Fourth Year

(*a*) AIMS

An increasing ability in the way of translation into superior English (especially at sight) with the added knowledge of poetical forms and usages, and some skill in reading the language metrically with a view to bringing out its beauty are,

*It is expected that a part of the text will be used for rapid reading at sight.

much should the teacher keep in mind the ends of an intimate acquaintance with the thought of the poem. No piece of literature gives its readers finer illustrations of human life with all its joys and tragedies, its high ideals, and its baseness. In its long list of characters, it portrays men and women as they are, of course, aims to be sought in the Virgil year. But quite as unchanged and apparently unchangeable as the centuries pass. It unfolds the life of the past age with its customs, ways of thinking, and ideals, an acquaintance with which forms an invaluable perspective for comparison and contrast with the life of today. To the developing of a proper feeling for the thought back of Virgil's lines and its significance to the educated man of today, much of the skill of the teacher should be directed. Someone has well said: "It is infinitely better to be in touch with the ages than with the age," and a study of the last two years of a high school course can surely form a basis for this most "practical" of ends in the life of a thinking man. For the first time, too, in any adequate way, the pupil should realize the immense influence of Latin upon literature, not only English, but French, Italian, Spanish, and German as well. The Virgil allusion is everywhere and while the knowledge must come to him largely through the teacher in the way of casual comment, he should recognize his realization of this fact as one of the valuable ends of his work in Virgil, and look upon his growing appreciation of the wonderful power of the author in the use of words as a very practical part of his mental riches.

(*b*) SUGGESTED OUTLINE OF WORK FOR THE FOURTH YEAR

(1) *Text***

Books I–VI of the *Aeneid.* (In case of pressure of time the following lines may be summarized: Book V, 1-103, 545-778, and VI, 14–41). Books I, II, and VI should be read with special care.

(2) *Vocabulary*

Review of the words learned in the third year and the memorizing of at least 400 new words with emphasis on their English derivatives.

*A considerable part of the text can very profitably be covered by reading at sight.

(3) *Forms and Syntax*

See separate outline in the appendix entitled *Minimum Amount of Form and Syntax Work in Connection with High School Latin.*

(4) *Prose*

Special attention should be given to a review of the principles in the case of pupils preparing for college entrance examinations. A rapid review of some good prose book is suggested. In any case the student should not be allowed to become rusty in the writing of simple prose.

(5) *Meter*

Sufficient work to enable the pupil to read the lines with some degree of ease.

(6) *Mythology and Virgilian Allusions in English Literature*

As much work as possible should be done in this connection.

III. OUTLINE OF WORK FOR THE SEVENTH AND EIGHTH GRADES

(Called Latin VI and Latin V in the six-year course.)*

Latin VI

Work as outlined in Nutting's *Latin Primer.*

Latin V

D'Ooge's *Latin for Beginners* or an equivalent amount in any other text, with considerable emphasis upon supplementary reading.

*Pupils completing Latin VI and Latin V enter the Caesar class Latin III.

IV. SPECIAL DEVICES FOR THE WORK OF THE FOUR YEARS

Introductory Note

In connection with the discussion of the following devices, it is to be clearly understood that they are *suggestive only.* Conditions vary so considerably in schools and the personality of teachers is so uncertain a factor that no set of devices could be invented that would be of universal value. The individual teacher would do far better to work out his own. In no case will he allow himself to forget for a moment, that *his chief business is to teach Latin* and that devices and methods for arousing interest are only valuable in so far as they contribute to this end.

1. First Year

(a) FOR TEACHING PRINCIPLE PARTS OF VERBS

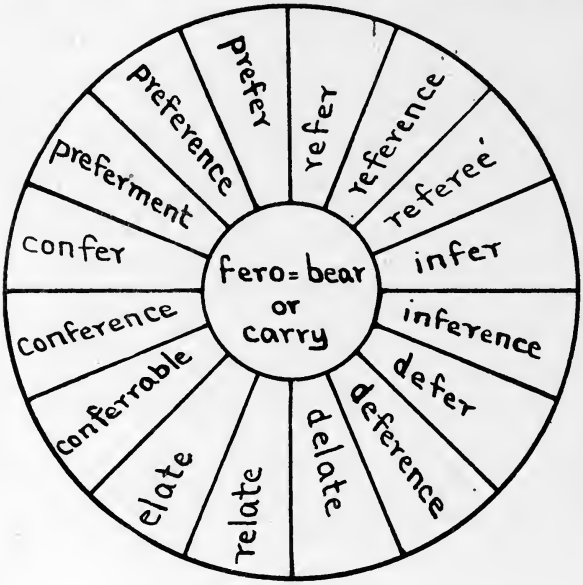
The games published by E. D. Wright of Appleton, Wisconsin, are especially helpful. These consist of cards played much like the game of authors. This game may be conducted with profit throughout the second year. Mr. Wright also publishes other games which are useful.

(b) FOR TEACHING VOCABULARY

(1.) The use of what are called *Derivative Blanks* printed at Madison, Wisconsin, in pads of 50 is helpful in emphasizing in a concrete and picturesque way the extent to which English words are based upon the Latin, and in connecting these Latin words with terms in science, French, mathematics, etc.—other departments of the school in which the pupil thus finds his Latin of immediate practical help. They may also be used in teaching word formation which should receive considerable attention here and throughout the course in general. See page 18 for illustration.

(2.) Class spell-downs and contests with other classes in connection with vocabulary work are always interesting if properly managed.

ENGLISH DERIVATIVES FROM THE LATIN WORD fero, ferre, tuli, latus



Science

auriferous

French

référer

Mathematics

circumference

Civics

referendum

Illustration of a page from a tablet of Derivative Blanks as it appears when filled out by the pupil. The teacher assigns the Latin word written in the circle at the center and the pupil writes English derivatives in the 16 spaces left for this purpose. In the case of word formation study, the Latin prefix or suffix is written in the center.

(3) Charades based on Latin words entirely may form an interesting entertainment for some special occasion outside of the class.

(4) The acquisition of as long a list as possible of English words whose picturesque meaning through the Latin may have suggested itself to a pupil outside of his Latin class should be encouraged. In one school the statement was made at the beginning of the year to a first-year class that "Latin was like a torch" in lighting up English words. Henceforth the lists in that class were called "torch" lists, and special credit was given to those who had the best words.

(c) FOR TEACHING FORMS

(1) In reviewing a large number as at the end of the month or year nothing is more effective than to write the separate forms, each with the letter of the alphabet before it, in the form of a frieze at the top of the blackboard, and extending around the room. Each person is told to spell his name or address, for example, or any other similar thing involving many letters. This is done by writing out in the presence of the teacher on separate slips the declension or conjugation of the forms in question. Even the slightest mistake destroys the validity of the paper, and it must be done over at some other time. Pupils find this a useful device, definite, and fun if properly inspired by the teacher's sense of humor and sympathy.

(2) *Spell-downs*, etc., may be managed in much the same way as with the vocabulary. The teacher may give the English expression, for example, and call for the Latin. Any teacher will at once think of a variety of ways for using this well-known device of emulation.

(3) *Teamwork.*—Outlines may be put upon the board with spaces for filling in the various cases of the word, or the forms of a word to be given out by the teacher. The two teams are stationed the same distance from the board, and when the word is given the captain of each team calls the name of one of his side. These rush to the board and try to write the forms correctly in the shortest possible time. An umpire keeps score and settles disputes. Each form correctly done counts 5, and a mistake takes off the same amount from the score. In a similar way, words and sentences may be formed by opposing sides, by

the use of cards 3 inches high upon which the endings, bases, stems, and personal endings have been printed in striking capitals. When the sentence is given out by the teacher, the pupils on each side holding the cards necessary for its formation, arrange themselves in proper order as quickly as possible in the front of the room with their cards held up conspicuously. For example, give out to various members of each side, cards containing "duce," "ba," "t," as well as other stems, tense-signs, and personal endings. Call for the sentence, "He was leading" and count five for the side that first arranges itself in line in the order of "duce," "ba," "t." If noun endings are given also as well as the bases, a long sentence can be built up. This calls for a knowledge of the principles of word order as well as the forms and requires rapid and accurate thinking on the part of the pupils

(4) *Organizing the form work for the conjugation of regular verbs.* —Write the conjugations (one or all) upon the board using a different color of chalk for the stem, tense sign, personal ending, and any irregularities such as the change from an *i* to a *u* in the third person plural of the third conjugation. This scheme shows at a glance the regular system upon which the formation of verbs is based. It is strikingly clear, for example, that the tense signs and personal endings are the same (with a few exceptions) for the various conjugations. The division of the word into stem, tense sign, and personal ending is at once apparent by reason of the different colors, and the whole subject of verb formation is at once clearer in the pupil's mind. It is a good plan some time during the year to have each pupil print for himself such a chart to fix the idea.

(d). FOR TEACHING TRANSLATION FROM ENGLISH INTO LATIN

Assign a certain English exercise the day before with the understanding that the meanings of the words are to be learned, the proper forms selected, and the order in the sentence observed. When the class assembles, ask the pupils to close their books and put away all papers. Write the English sentence on the board and discuss the assigned points thoroughly. When a mistake is made, ask some one to ask this pupil a question. This question brings out the ability of the second pupil, and

makes him feel a special responsibility for getting the right answer from the one questioned. (This applies equally well to all years of the course.) After all the points have been correctly given, write the sentence on the board in Latin, letting various pupils furnish the different parts in response to your question, "Who will furnish the subject, adjective, verb, etc.?". A long continued silence from any pupil is at once conspicuous and exposes him immediately as being unprepared. This plan, too, has the advantage of keeping the child alert, in addition to its thoroughness in the way of explanation. As a conclusion to the exercise the teacher should demand all or a part of the same sentences the next day, written in class and from the board, with no help in the way of notes or books.

(e). FOR TEACHING TRANSLATION OF THE LATIN TEXT

During the first part of the year (always, to some extent), discuss the various parts of the sentence before calling for a translation of the whole. Teachers often fail to realize the accumulation of small difficulties and uncertainties which lurk in apparently insignificant points, but which together produce much confusion in the pupil's mind. Be sure that each ending, for example, has told its proper story before calling for the translation. It is sometimes advisable to read the Latin sentence in phrases, calling for the English of these parts before demanding the whole, or to assign the words of the sentence to various pupils at the beginning, and to ask each one, "What does *your* word say about its meaning and the part it plays in the sentence?" Always anticipate the difficulties of the advanced lesson when assigning it, and give certain helps at that time. Try to make the pupil see that memorizing words and learning forms really aid him in saving time and energy in these translations.

(f). FOR TEACHING SYNTAX

Teach very few points in the first place, and these the simpler ones. After thorough explanation, require each pupil to find from the newspaper examples of similar uses in English. For instance, let "The mayor appointed men to investigate this

matter" serve to show what is meant by a purpose clause, and "The burglar was seized by a policeman" illustrate the construction of ablative of agent. Set a time limit for this work, and give out your own examples freely when you feel that the situation demands it. Have a large chart in the room, headed with the name of the construction, upon which the examples brought by the pupils (in as large type as possible) are pasted, with their names signed beneath. See to it that your own is there with the others, and arouse enthusiasm by your "finds" in the morning paper. In general nothing pays better than working with the pupils. It is the best way to keep one's freshness and to inspire by reason of a personal interest in the matter at hand. This device may be continued in the second year with good results although a book kept by the pupil will be a more satisfactory form for a collection of examples. The special advantage of this device for teaching syntax lies in the fact that almost all of the difficulties of understanding the idea back of construction lie in the thought "that it is Latin, and, therefore, hard." When the pupil realizes that many of these ideas are "English and, therefore, easy," much of the difficulty vanishes.

(g). FOR DEVELOPING A FEELING OF RESPECT FOR LATIN, AND A REALIZATION OF ITS "PRACTICAL" VALUE

Nothing is more important for the success of the teacher than achieving results in this respect. She must often overcome an indifference at home as to the real importance of Latin as a study in high school, the lack of real conviction on the part of school boards and principals, and the opinion of pupils outside the Latin class who either know nothing at first hand about the subject, or have been unable to keep up to its rigid demands. The high school freshman is very apt to hear from some or all of these sources that Latin is not really "worth while." It is the task of the teacher first of all and all of the time to quietly show him such clear and compelling facts to the contrary that as the year goes on he becomes either an ardent champion of the subject, or frankly says, "I don't like Latin, but it has a lot in it that a

fellow can use." To this end in addition to a school exhibit* on cards, to which all classes contribute, in which the practical uses of Latin are shown in concrete form which everybody can understand, nothing is more effective than to have freshmen keep individual books** of their own (at least 12″ x 8″ in size) in which they may collect under the various headings, material from papers, magazines, books, etc., to illustrate the many practical ways in which Latin may serve the intelligent man or woman. An illustration of a page from such a book prepared by a high school freshman appears on page 24. For illustrations of wall charts (22″ x 28″), see pages 25 and 26.

(h). FOR ENTERTAINMENTS AND INSTRUCTION IN THE LIFE OF THE ROMANS

(1) Slides should be available for talks from time to time on the life and times of the Romans, and if possible, for daily use in the classroom as necessity for illustrations occur. These talks should not be haphazard, but should form part of a scheme of lantern slide lectures to accompany the work of the entire Latin course.

(2) Dramatizations written by the teacher or from books such as *Decem Fabulae* by Paine and Mainwaring, (Clarendon Press, Oxford), which bring out features from Roman life, may be used.

(3) A classical club may or may not be valuable. The conditions in the school and the teacher's power are determining factors. Generally speaking, this should be postponed to the second year.

**The Relation of Practical Life* by the author contains material and full directions for preparing an Exhibit.

***Sample books may be seen at the High School of The University of Wisconsin. This work should be done outside the class room and must not be allowed to obscure the main end—the study of the Latin language.

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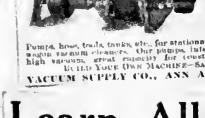

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A page from a Scrapbook made by a high school freshman. The underlined words de rived from Latin or Greek are far more intelligible to the classical student tha to the non-classical.

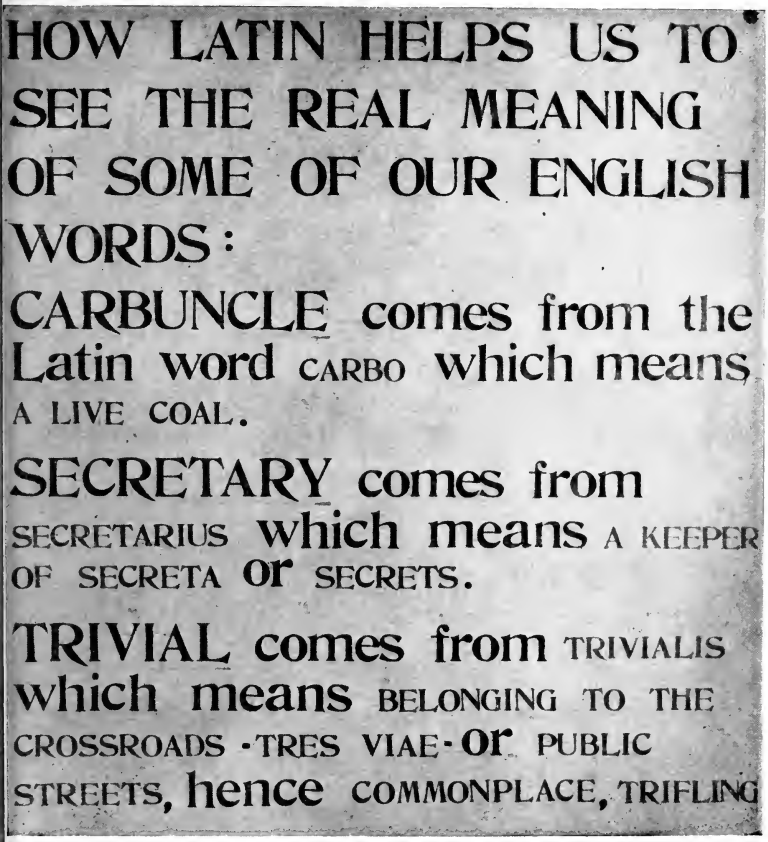

Illustration of a chart, 22x28 in., printed with rubber stamps, to show the practical value of the study of Latin words.

THESE STRIKING ADVERTISEMENTS ARE BASED ON THE MYTHS OF GREECE AND ROME; THE BUSINESS WORLD ASSUMES THAT EVERY-ONE KNOWS THESE STORIES:

Illustration of a chart showing how the business world makes use of the stories from Greek and Latin mythology.

2. Second Year

(a). FOR DEVELOPING SKILL IN TRANSLATION FROM LATIN INTO ENGLISH

Nothing requires more attention and sympathetic understanding on the part of the teacher than this feature of the work at this special point. The text is much more difficult than anything the pupil has known before, and unless he is carefully guided he is apt to become discouraged at the apparent hoplessness of it all, and to either "drop" Latin, or start the habit of secretly using a translation to help him to pass, a habit which he finds it hard to break in later months. The teacher should keep in mind these general cautions: Do not give long lessons at first; try to realize the fact that the pupil knows very little, and that the difficulties seem to him appalling; show him how to go at the problem and encourage him in thinking that he can see the light with sufficient determination back of his efforts. For the first weeks no advance translation should be assigned. The text should be read at sight from the board or the book with only the vocabulary and certain forms assigned for previous study. This is to enable the teacher to start the pupil correctly in habits of translation and to save the pupil from too great discouragement in being left entirely to himself. He should be made to see, however, that as great an amount of time as possible should be put upon vocabulary and forms in order for him to profit by the work of the translation in class. To assist him in concentrating his efforts, the special words to be included in the vocabulary for the year should be underlined in his text with a colored pencil and the forms included in the *Outline for the Year* (see Appendix) marked in the same way in his grammar.

Much the same plan as that suggested under topic 5 of the first year devices should be followed for a few weeks; or, underline the main and subordinate verbs of the sentence written on the board, with chalk of different colors, using the same color for the introductory word of the subordinate clause as that used in the verb, and in all cases making the subject, when one is given, agree in color with its verb. Participles are indicated by a double line of color corresponding to that of the word they modify. This scheme, which should not, of course, be continued too long, serves to visualize for the pupil the function of main and

subordinate clauses in a long and involved sentence, and helps him to seek out the proper relations in making his way through it. The second day the passage should be translated as review with little difficulty, and the teacher should be rigid in her demands in this connection. Even after the use of the chalk is given up, the teacher should still point out in advance the signposts, as it were, that the pupil is to follow in making his way through the sentence.*

(b). FOR PROSE WORK

For the teacher who prefers to write her own sentences, thus enabling her to use the vocabulary of the text then being read and to group her prose work about such a scheme for syntax work as that indicated in the *Form and Syntax Outline* in the Appendix, the following plan is suggested:

Look over the *Syntax Outline* and decide just where in the year's work each point is to be taken up. Try to bring up these points in connection with certain passages where the principle of syntax is obvious. Ask the pupil to keep a note-book in which these three points are indicated very clearly and simply about each construction studied:

(1). The name of the construction with the grammar reference.

(2). An explanation of it in the language of the teacher.

(3). An example in Latin and English from the text and another one from some outside source. Leave space for references to at least 5 examples to be noted later as they occur in the reading of the text.

A few English sentences, not too difficult, preferably dealing with the story then being read, should be put into Latin as illustrations of this special point of syntax. Before asking for the sentences to be put into Latin, see that the vocabulary and forms have been thoroughly learned. For a while the actual writing of the sentences should be done in class under the teacher's supervision. Later they may be prepared the same day. Call for frequent reviews and insist upon a test from time to time (perhaps once a week) to determine accuracy.

In order to keep the study of constructions definite and avoid confusion in the pupil's mind arising from the thought that there

*This device was suggested and first worked out by Miss Leta Wilson of the Madison High School.

is so much in the way of the unknown—the very extent of the average grammar in this respect is appalling to him—it is well, when a certain number of each have been recorded, to allow the pupil to "check off" that special construction, meaning for him that he has a clear idea of it, and can recognize it when he sees it. This avoids discouragement by reason of failure to see progress.* If this plan be followed constantly during the year, and similar constructions be called up as they appear, the Caesar student will not find the writing of simple Latin beyond his power. Most teachers assume too great a knowledge on the part of the pupil, especially in his ability to comprehend the explanations in his grammar, and do not give enough time at the beginning of the year, at least, to actual instruction. Personal work is especially important here, and the lack of it is often the chief reason for failure.

Simple conversations in Latin in connection with the story of the text carried on for a few moments at the beginning of the translation are a valuable aid to the more formal prose work. The pupil is allowed to use his book, and the question is so put that he can readily make up an answer.

A practical way of holding the interest of the class in its efforts to write a prose passage clearly on the day when it is in its finished form, may be worked out by writing the English on the board and grading important points as follows:

5 5 10 5 5

"Caesar saw that he could not capture Alesia by an attack.

5 5 5

He, therefore, decided to surround it with siege works.

5 5 5 10

When Vercingetorix perceived that he was being shut in

5 5 5

by the Romans. he sent cavalry to all parts of Gaul to

10 5

bring an army of relief to Alesia."

*In general, it is a very good plan to keep all outlines conspicuously posted and checked in accordance with the progress of the class as a whole.

In this way the pupil can see that his grade very definitely depends upon the degree of knowledge he possesses regarding certain important points and he will often work much harder to succeed on these days.

(c). FOR KEEPING UP FORMS LEARNED IN THE FIRST YEAR AND ADDING TO THEM

Most of the devices of the first year may be continued for at least the first part of the year, or new ones similar in character may be invented. The problem of how to keep up with the text lesson, teach some syntax and still continue some rigid work in forms is a serious one. Some one of these points is almost sure to be neglected, and too often the forms suffer. The habit of assigning a very few forms every day for special study is the only safe course for the teacher to follow. A device for helping the teacher to keep the pupil regular in his preparation, even though now and then she must omit formal recitation on the point, is to pass papers at least three times a week at the beginning of the hour, and ask for written answers to at least three questions on the forms assigned. When all of the forms in the outline for the year have been covered, and only constant review is necessary, numbers from 1 to 10 may be assigned permanently to the pupils, the number meaning that that is his line in the advanced text every day for special form study, e. g., he must know thoroughly all the forms each day in that special line of the lesson. Written reports can be called for as before, not taking more than three or four minutes at the most. This saves the time of the teacher each day in assigning work. The device is equally effective for the same purpose in the Cicero year.

(d). FOR SYNTAX WORK

The prose work as described under (2) involves a special study of the constructions required in the syntax outline of the year. These points should be brought up sufficiently often in the reading of the text to keep the idea familiar, but they should not be allowed to interupt the thought of the text to too great an extent. Unfortunately, many men and women complain very justly that in their high school and college Latin they were never free to read the story, but were always forced to interrupt

it by looking out for certain kinds of ablatives and subjunctives, or as a boy once expressed it, "When you are just getting the hang of the story, you have to stop and talk about a subjunctive." Cut down the syntax outline if this state of affairs exists, for, after all, aside from its high and important mission of showing the form in which the Roman mind expressed his ideas in words, and in making clear the relations between words, the study has less to offer the immature pupil than many other sides of the Latin. It should not be neglected, but it must not be allowed to dominate the teacher's program.

(e). FOR VOCABULARY WORK

The *Derivative Blanks* mentioned under the first year devices are quite as helpful here, since increasing emphasis should be put upon the study of Latin as a basis for the understanding of English words, and the connection of Latin terms with the pupil's other studies in the high school, The formation of words from certain Latin prefixes and suffixes should be emphasized also in this year. Pupils in the Caesar class are usually much alive, too, to such work in collecting new words from their reading as that begun in the first year. The habit can be encouraged in various ways. Certain pupils may be responsible for bringing in lists from English classes, others from history, still others from science and civics, etc., or a student with some ability in drawing or painting can illustrate by some more or less fanciful pictures the interesting derivatives of "pecuniary," "a man's wealth consisting of herds" from the Latin "pecus;" "manufacture;" or "auspices," etc.

(f). FOR GIVING THE CLASS A CLEARER IDEA OF THE STORY AND MAKING IT LIVE IN ITS MEMORY

This important side of the teaching of Caesar has often been neglected. Many teachers are content to read along steadily, trusting that the pupil is getting the facts of the story and feeling its power. But the chances are, however, that he has really almost no idea of what it is all about except that Caesar seems to be fighting with the Gauls. Nothing is more common than to hear this confusion in the child's mind used as an argu-

ment against the study of Latin, and certainly the criticism has some point. The text should surely mean something aside from a jumble of forms and syntax principles. Nor is any lifeless discussion or written translation of the story adequate in producing a deep and lasting impression upon the class; but an extemporaneous dramatization of significant chapters in connection with the review lesson, for example, or a more carefully planned one covering a whole campaign, worked out by the teacher in acts and scenes consisting of a short synopsis of main points only, with the characters left to individual pupils to be worked out in oral dramatization as they see fit, will produce a lasting impression upon the class and do much to interest pupils in these really wonderful stories of the Gallic war. Nor need these dramatic exercises take much time. No costumes are necessary and no rehearsal is essential, although, of course, the play succeeds better if the teacher can go over it with the class. The parts are given out the day before, and the general divisions of the story into acts and scenes are taken down. References are also given to the passage where the pupil finds special help in the way of material for his part. He is told not to write out what he is to say, nor to memorize it but to have it well planned in his mind so that he can take the part of the assigned character when he comes on the stage. Of course, without rehearsals there is a good deal of crudity and some ineffective speeches, but on the other hand there is sure to be some surprisingly good work and an exhibition of hitherto unexpected talent of some pupil who has seemed dull in his classroom work. And here lies one of the advantages, for there sometimes seems very little chance for the slow boy or girl to do anything striking in the ordinary work of the class. Here, however, he sometimes outdistances the most brilliant pupil in real feeling for the lines he has been reading so painfully. To make the foregoing concrete, an outline of a play arranged for use in a purely extemporaneous way in connection with the first part of Book I is here given:

THE TRAGEDY OF ORGETORIX

Scene—Helvetia

Time—About 58 B. C.

Characters

Orgetorix.....A noble among the Helvetians
Casticus.....A leading Sequanian
Dumnorix.....A leading Aeduan
Wife of Orgetorix
Daughter of Orgetorix
Servants of Orgetorix
Magistrates of the Helvetians
Helvetian Soldiers
Slaves belonging to the house of Dumnorix
A messenger from Rome

Synopsis of Acts and Scenes

ACT I—Helvetia

Orgetorix sits alone in his house thinking over his plan of making himself ruler of all Gaul and hesitating to take the final step. A letter is brought in by his servant from a friend in Rome who says that he strongly suspects Caesar of wanting the same thing for himself. This decides Orgetorix and he at once sends messengers to call an assembly of Helvetians so that he may propose to them the plan of a national migration.

ACT II

Helvetia

Council hall of the Helvetians

Orgetorix puts before the Helvetians his plan of a national migration, carefully concealing, of course, his scheme and his purpose. He argues at length for the plan, pointing out its advantages and chances of success. The matter is discussed at length and finally approved by the council. Plans are made for the emigration, and Orgetorix himself is chosen to make

friendly alliances with the neighboring states—an arrangement which suits his purpose very well.

ACT III

Scene 1

Aedua—House of Dumnorix

Casticus, the Sequanian, and Orgetorix are dining by appointment with Dumnorix. The conversation is general until the slaves go out. Then the real reason for the meeting appears. (Much secrecy is apparent and various precautions are taken to see to it that there are no listeners). Orgetorix puts before these influential men whom he wants as confederates, his plan of deceiving the Helvetians, with a view of gaining control of Gaul. Casticus readily agrees to join Orgetorix, but Dumnorix is at first reluctant. To persuade him, Orgetorix produces a picture of his beautiful daughter, promising her to Dumnorix if this alliance succeeds. Dumnorix consents and the scene ends in a solemn pledge of loyalty on the part of the three confederates.

Scene 2

Helvetia—House of Orgetorix

The daughter of Orgetorix is seated with her mother while various attendants about the room are engaged in household occupations. They are discussing the questions of the day and the various matters of interest when a letter is brought in addressed to the daughter from her father, Orgetorix, telling her of her coming marriage with Dumnorix. She is at first very indignant at thus being disposed of without her consent, but her mother persuades her that such an alliance is probably for the good of the country or her father would not have arranged it.

ACT IV

Helvetia—Some months later

Council hall of the Helvetians

The Helvetians are assembled to decide on the fate of Orgetorix whose schemes have been discovered. His friends try to defend

him saying that he is trying to get control for some patriotic motive. Others, however, vote them down and Orgetorix is condemned to plead his cause in chains, and if guilty, to be burned to death.

ACT V

Council hall of the Helvetians on day of the trial

The Helvetians are assembled in force to judge Orgetorix While waiting for him to be brought in, an uproar is heard outside, and soldiers rush in to say that the prisoner has been carried away by his supporters. Orders are given for immediate pursuit by government troops. There is much excitement in the council which is only silenced by the sudden appearance of an excited soldier who cries out "Orgetorix has been found dead!" "So perished a traitor!" someone cries. The wife of Orgetorix who has been present at the trial, faints, and is carried out.

Any teacher with dramatic sense will at once see the infinite possibility of elaborating such an outline as the above so that all the class may have an active part in its interpretation. This device of oral dramatization is equally valuable in the Cicero work, notably in the study of the Catiline orations. As a last point under this head it may be said that nothing contributes more to establish friendly relations between the teacher and class than such an undertaking rightly managed.

Still another device in the way of emphasizing the thought of the Caesar text is to call for imaginary letters from time to time such as the characters might have written to their friends. A Venetian woman writes a long letter to one of her Belgian friends describing a sea fight off the coast of her country between Caesar's galleys and the Venetian ships, or Considius in a letter to a friend explains how he really made that mistake about the presence of the Gauls on the top of the mountain held by Labienus. Both in the Caesar and Cicero work such exercises are prolific of interest in the background, and allow the girl or boy with a sense for writing and some imaginative power to come to his own.

Still another effective device in this connection is debate work. Certain points suitable for discussion are chosen and pupils are assigned to defend the two sides of the question.

Some teachers assign great value to the habit of writing out the translation after the passage has been carefully read in class and keeping this in a book for repeated reading. So many evils, however, are attendant upon this device that it should be used with great caution. The advantage, of course, is that the pupil has a connected narrative at hand for review purposes for the story as a whole.

(g). FOR THE STUDY OF MILITARY ANTIQUITIES

An outline based upon the introductory work of the text-book should be used in this connection. For purposes of illustration, slides and photographs should be freely used. An effective device for the study of these topics takes the form of an exhibit in connection with which each member of the class actually constructs some one object pertaining to the subject. This should be kept on view for some days, and should serve as a way of interesting parents of the pupil in the more concrete side of the Caesar work. The present European war furnishes very interesting material through the newspapers and magazines in the way of striking comparisons and contrasts to the facts of the Caesar text. A large scrapbook should be started in which pictures and paragraphs bearing on the details of modern military life may be preserved with appropriate comments connecting them with the Caesar narrative.

(h). FOR PURPOSES OF ENTERTAINMENTS FOR CLASSICAL CLUBS

A formal Latin play such as Miss Paxson's *Roman Wedding* may be given in costume. A Roman banquet is especially effective, and is not hard to manage. (See *Gallus*, by Becker, or any good book on Roman private life for directions.) The burial of Caesar (as a closing exercise) in which the details of a Roman funeral are carried out is also interesting, especially if given after dark. But any live teacher will think of many schemes in this connection.

(i). FOR KEEPING ALIVE THE FEELING OF RESPECT FOR LATIN AND ITS PRACTICAL VALUE

The books of the first year may be continued, or the student may devote his energies in helping in the preparation of a school exhibit for demonstrating the many ways in which Latin appears in the life about him. Certain members of the class who especially like other high school studies, may watch these for indications of ways in which a knowledge of Latin is of assistance.

3. Third Year

(a). FOR TRANSLATION FROM LATIN INTO ENGLISH

The same care in introducing the student to the Caesar text should be exercised in the first weeks of the Cicero work. Begin with short lessons and for a while, at least, go over the advanced text in class before assigning it for study. Try to give the pupil an understanding of how to attack a long sentence, and be patient if his skill develops slowly. The average student is hampered by the fact that he knows few words, and must take much time in looking up the vocabulary which is strikingly different from anything he has known before. Allow for this. Many teachers prefer to give the meanings of the new words at the time of assignment thus saving the pupils time in searching for just the right shade of meaning for the passage. However, this plan has its defects in giving too much help to the pupils at times, and should be used with caution. A careful and judicious phrasing by the teacher of the longer sentences for a few days is especially helpful to the pupil unaccustomed to Cicero study.

(b). FOR TEACHING FORMS

The devices used in the second year may well be continued in the third, although less emphasis relatively will be put upon them. The teacher has the advantage in this year of having the pupil realize the necessity of a thorough grounding in forms in securing ease in translation. It is at this time that he so often says "My first year teacher didn't make me learn them," and he may often be induced from his wider intelligence to

master them as a really practical device for getting through the course. Frequent reviews are necessary and in connection with them some device as concrete and as thorough as those used in the first year should be resorted to. Many devices can be invented by any skillful teacher to make this work interesting.

(c). FOR WRITING PROSE

The plan used in the second year may be continued, or a prose book may be adopted at this point. The direct method may be used to some extent at least in varying the work at this stage. The subject matter of the text affords abundant material, and the review lesson especially lends itself to such a method, although great care should be exercised to keep the work definite and thorough. Many teachers like the plan of having prose once a week, while others prefer to have it all on two successive days in every other week.

(d). FOR SYNTAX WORK

A syntax game which yields good results consists of cards upon which ten English examples of the ideas back of the construction are expressed. Groups of four or five are formed, and one pupil reads the English examples with their respective numbers. The others in the group put down the number and the name of the construction as they think it should be. When this is finished the reader gives the right answer in connection with the numbers (he has them written out on his card), and each member of the group checks his own mistakes (or someone else's), counting 5 for every correct answer he has made. After the first card is finished, the group proceeds with the second card, and so on until the end of the hour. A similar scheme may be worked out with English expressions to be put in Latin in illustration of some principle of syntax. Cicero students especially enjoy this exercise.

(e). FOR VOCABULARY STUDY

The importance of this has already been touched upon. Great care should be taken to see that the work is thorough, and that a broadening vision of its helpfulness in acquiring a

knowledge of English words comes to the pupil The *Derivative Blanks* may be used if time permits.

(f). FOR REALIZING THE LIFE AND CONDITIONS BACK OF THE CICERO TEXT, AND LEARNING TO MAKE COMPARISONS AND CONTRASTS WITH MODERN TIMES

A study of Cicero and the life of the times may be managed through lectures by the teacher, his casual but pregnant comments from time to time, assigned readings, topics, lantern slides, etc.

As an aid in connecting modern times with those of Cicero, what may be called a *Parallel Passage Book* may be kept to great advantage without entailing any considerable strain upon the student's time. This consists of a large blank book. On one side of the pages are written from time to time as the teacher dictates, statements about certain striking features of the life of Cicero's day. The opposite page is kept for any reference from newspapers or magazines or other sources which affords a contrast or comparison in connection with the life of the modern world. For example, the teacher may dictate thus: "Graft or political corruption were marked features of the closing years of the republic. The successful candidate for office at Rome often spent vast sums of money in his campaign." The pupil fills the opposite page with the many references to the same custom in modern life. This plan affords a tangible way of causing the pupil to see that the Romans after all were just people like ourselves in all essentials, and that the gap between us is not so wide as he thought. A striking contrast between the civilizations is quite as useful as the comparisons, in giving him a hint of how much saner the judgment of the present must be in the case of a person who, like President Wilson, for example, is perfectly familiar with the past, than it could be if he knew only about his own times. This perspective is, of course, especially valuable for the statesman. The topic, however, must not be allowed to take too much time in the class room. It is to be largely carried on by the remarks of the teacher from time to time about something he has seen in the paper, for example, and by the pupil in his moments outside of school when he is perhaps reading along entirely different

lines and comes by chance upon some good illustration for his book. The teacher will often be surprised at the original thinking done by some pupils in this connection.

(g). FOR EMPHASIZING THE VALUE OF ENGLISH EXPRESSION

Throughout the course the point of clear and concise English is to be emphasized. It is not until the Cicero year, however, that one can expect sufficient maturity of mind for any literary work of high merit. But at this point, the teacher should demand special excellence in the way of oral and written expression. A device for encouraging this is to talk over a certain passage until the idea is perfectly clear. Choose teams and then call for the expression of these ideas in finished English. Three judges are chosen from the class or from outside, and the speeches are given with all the formality of a debate. The judges decide upon the winner by the exactness of the thought as compared to the original, the quality of English, and the delivery. Sometimes these speeches (which cannot be written out before hand) are taken down by a stenographer and published in a school paper, or posted conspicuously.

Still another way of emphasizing English expression is to assign certain passages at an examination in an oration which has been read, grading them according to the difficulty in the way of English expression, and let pupils choose which one they prefer to put into written form with the understanding that they "make" in the test the grade attached to the passage, if the English is perfect. In case of great awkwardness, or actual mistake, the pupil loses either the whole amount or a certain part of the sum total of what he makes during the hour.

(h). FOR ENTERTAINMENTS, ETC.

The Cicero class enjoys banquets and plays quite as much as do the Caesar classes. Of special interest to the Cicero class is the holding of a consular election conducted in accord with Roman customs. This device is noisy and absorbing, and is not one which the teacher will wish to repeat often, although the pupil is intensely interested in it. It has certain attractive features about it, however, which make it worth while.

Another occasion which the Cicero classes enjoy, is a meeting of the senate as outlined in the fourth Catiline oration, to which all pupils come in togas, and at which short speeches pro and con regarding the death sentence of the conspirators are given in simple Latin.

It is said that the experiment of forming a Roman state and enrolling each Latin pupil has been tried with great success in the East High School at Rochester, New York, under the supervision of Mr. Mason Gray.

Latin songs contribute much to the success of entertainments. (See *Latin Songs* by Calvin Brown, Putnam, $2.50)

4. Fourth Year

The need for special devices is obviously less in this year. However, the work is apt to drag somewhat before the end, if the teacher is not resourceful in this connection. The following suggestions may be helpful:

(a). FOR TEACHING METER

Follow the plan of the late Professor Johnston of the University of Indiana (outlined in a leaflet *On the Teaching of Virgil* published by Scott Foresman & Co.), for at least a few weeks. He suggests that the best way in which to inculcate the mechanics of meter is for the pupil to write out in a notebook the metrical scheme of work, indicating long and short syllables, caesura, etc. This plan produces very excellent results if not allowed to exclude oral practice.

A simple but interesting device in fixing the principles of meter (also suggested by Professor Johnston) is to assign "problems" to be solved by giving out in disconnected form the various words of an hexameter line unknown to the student, being careful to see that all the long vowels are marked. For example, give out the words "animōs", "favōrque", "adiciunt", "clāmorque", and "iuvenī". Tell the class what the various words mean and ask them to arrange them in an hexameter line. Pupils will work very hard on this exercise, and are delighted with their success in putting the words together metrically, as Ovid has them: "Adiciunt animōs iuvenī clāmorque favōrque."

If licenses are involved the task becomes much harder and taxes the knowledge of the pupil to the utmost.

Reading aloud is the most valuable of exercises and much memorizing should be insisted on throughout the year.

If time permits, a simple dramatization in Latin helps in acquiring fluency in expression. Very good results may be obtained, too, by encouraging the translation in metrical English form. A book may be kept in the department with the best examples preserved from the Virgil classes of various years.

(b). FOR THE STUDY OF MYTHOLOGICAL ALLUSIONS

Students often enjoy keeping books in which the reference is noted together with a Perry picture, for example, and some quotation from Greek poetry or English sources. They are interested, too, in seeing these stories everywhere in art, decorative designs, advertisements, and current ideas.*

(c). FOR KEEPING UP THE FORMS AND VOCABULARY

Weekly informal tests on a limited number of both forms and words, is a very definite and effective device if not allowed to become too rigid. The emphasis in the Virgil year should not, of course, be placed too much upon the forms, but rather upon vocabulary and literary ends. However, this side of the work should not be neglected and a special effort should be made in emphasizing differences between the forms of prose and poetry. The work in English derivatives, because of the broader content in meaning, will prove of special interest this year. Unusual words from Latin, found in the English classics, may be the basis for individual study. However, such constant practice as the class has in sight reading should furnish a constantly increasing skill in using both these aids to translation.

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*The following firms publish penny prints:
Perry Pictures, Dept. 815, Malden, Mass.
Brown's Pictures, Charles Kindergarten Co., Chicago, 207 N. Michigan Ave.
University Prints, University Bureau of Travel, Boston, Mass.

(d). FOR A STUDY OF THE THOUGHT

Special topics may be assigned early in the year, and students may be asked to watch for passages that bear upon this point, making a special report from time to time and finally summing up the material at the end of the year; or the whole class may work them out together. The following topics are of special importance in understanding the poem, and are prolific in interest:

(1) The Roman ideal of manhood, as seen in the character of Aeneas.*

(2) The chief sins, from a Roman point of view.

(3) The keynote of the poem and its meaning for the modern man and woman.

(4) Striking features in general of Roman religion, including a study of the Fates and the Gods.

(5) The very important part played by oracles, signs, omens, etc., in the life of the Romans.

(6) Some illustrations of human nature which make us feel that Virgil knew human nature very well.

(7) The conception of such men as Virgil of the divine in the world of nature and man.

Other topics of lesser importance, but most interesting are the following:

(A) The geography of the Aeneid.

(B) Striking features of the life of Homeric times.

(C) Virgil's idea of woman as seen in the poem.

(D) A detailed study of Elysium and Hades as the Romans thought about them, etc.

In this year the teacher should make a very free use of translations, both for bringing out the narrative in connected form and in giving illustrations of the skill of certain translators in interpreting a Latin word, and the failure of even the best in the case of certain untranslatable phrases. Among the best Virgil translations are those by Conington and J. M. Mackail.

Too many demands must not be made upon the pupil in the way of outside reading, but sometime during the year important parts of the Iliad and Odyssey should be read in translation, and

*This topic was once most dramatically summed up in a funeral oration supposed to have been delivered in historical times over some Roman who embodied these ideals.

such parallel accounts of the Trojan War as Seneca's *Troades* translated by Professor Frank J. Miller of the University of Chicago; Euripides' *Daughters of Troy* as translated by A. S. Way, in the Loeb Classical Library, or by Gilbert Murray, and Mr. Way's translation of Euripides' *Hecuba*. Less important, but of use in certain spots is *The Fall of Troy* by Quintus Smyrnaeus, also translated by Mr. Way. The dramatization entitled *Dido* made by Professor Frank J. Miller is always of great interest to the class in connection with Book IV, and they will enjoy also a very recent play *As the Fates Decree* written by a student of the Peabody High School, Pittsburgh, Pa. Dante's *Inferno*, in some good translation, is invaluable as a commentary on parts of Book VI, and the exercise on it should never be omitted. But in general the wide reading of the teacher must round out the study of the text, for the preparation of the every day lesson is apt to be quite as much as the pupil has time to manage.

(e). FOR EMPHASIZING VIRGIL'S POWER IN THE CHOICE OF EXPRESSIVE PHRASES

Frequent comment on the fact, put indirectly as often as possible and always in connection with striking illustration, is after all the best way of emphasizing this point. Pupils tire very soon of hearing a teacher say extravagant things in praise of the author he is teaching; but they are quick to feel certain obvious points, and like their own discoveries. The writer once tried with more or less success the exercise of writing on the board certain thoughts from passages which the class had not reached in the reading, and asking pupils to express them as vividly as possible; such for example as "the blackness of night," "the waves dash up very high", "water disappears quickly when turned upon ashes." Afterwards the Virgil way of phrasing it was read by the teacher: "black night takes the color from things," "the waves strike the very stars," "the thirsty ashes," etc. Many lines and many striking phrases should be memorized.

Imitations of Virgil's style, so marked in such high school authors as Milton, are a very good means of emphasizing the above topic. In this connection, too, the teacher should always refer to Dante's testimony:

"Oh honor and light of the other poets: May the long study avail me, and the great love which has made me search thy volume: Thou art my master and my author; thou alone art he from whom I took the fair style that has done me honor."

Tennyson's tribute *To Virgil* should be memorized by all members of the Virgil class.

APPENDIX A

1. Outline of the Minimum Amount of Form and Syntax Work in Connection with High School Latin.*

INTRODUCTORY NOTE

This outline is designed to make the teaching of forms and syntax more thorough—first because the amount is definite in character, and second because the scheme provides for a review each year of what has been covered in the previous one. Since poor results in the teaching of forms and syntax are largely due to haziness in the mind of the teacher as to just what he is to cover and failure to concentrate his attention on a few definite and essential points rather than to try to cover a larger field, the importance of such an outline cannot be over emphasized. It should be cut down or enlarged as the conditions of the school make necessary and grammar references should be added.

First Year

I. Forms

1. Nouns, the five declensions
2. Adjectives
   (a) Declension of regular adjectives and participles
   (b) Declension of alius (learn the list of the nine irregular adjectives declined like alius)
   (c) Comparison of altus, fortis, potens, liber, acer, facilis, magnus, bonus, malus, parvus, multus
3. Adverbs
   (a) Formation
   (b) Comparison of longe, fortiter, facile, acriter, magnopere, multum, parum, prope

*For the average good high school

4. Pronouns
   (a) Personal
   (b) Demonstrative
   (c) Relative
   (d) Intensive
   (e) Interrogative
   (f) Possessive (better called possessive adjectives)
   (g) Reflexive
5. Cardinal and ordinal numerals, 1 to 20
6. Verbs
   (a) Stems, tense signs, and personal endings
   (b) Conjugation of:
      (1). Regular verbs (omit gerunds, gerundives, and all imperatives except the present active).
      (2). Irregular verbs: sum, eo, fero, volo, nolo malo, possum
      (3). Deponents
   (c) Principal parts of 50 important verbs found in the first year book

II. Syntax

1. Nouns
   (a) Nominatives
      (1). Subject
      (2). Predicate
   (b) Accusatives
      (1). Direct object
      (2). Secondary object
      (3). Place to which with ad or in
      (4). Subject of infinitive
      (5). Extent, duration, or degree
      (6). With such prepositions as: ante, inter, per, post, trans, etc.
   (c) Datives
      (1). Indirect object
      (2). With such verbs as persuado, noceo, placeo, resisto, studeo, etc.
      (3). With such compounds as praeficio, antepono, praesum, etc.
      (4). With such adjectives as adversus, animus, finitimus, gratus, proximus, etc.

(d) Genitives
  (1). Possessive
  (2). Of the whole (or partitive)
  (3). Descriptive
(e) Ablatives
  (1). Means
  (2). Agent
  (3). Cause or reason
  (4). Time at or within which
  (5). Absolute
  (6). Description
  (7). Comparison
  (8). Separation (including place from which with the prepositions a, ab, de, e, ex).
  (9). With utor, fruor, fungor, potior, vescor
  (10). Accompaniment
  (11). Manner
  (12). Place in which
  (13). With the following prepositions: de, pro, sine, prae.

2. Verbs
(a) Uses of the subjunctive
  (1). Purpose
  (2). Result
  (3). With verbs of fearing
  (4). Indirect questions
  (5). Cum clauses
    (a). Cum meaning "when"
    (b). Cum meaning "since"
    (c). Cum meaning "although"
(b) Infinitive in indirect statement

Second Year

A. Review Outline of the First Year
B. New work

I. Forms
1. Nouns, declension of vis, domus, filius, locus
2. Pronouns, declension of quidam, quisque, aliquis
3. Adjectives

(a). Declension of plus
(b). Comparison of citerior, interior, prior, propior, ulterior, inferus, posterus, superus, exterus

4. Cardinal numerals, 20 to 1000 (emphasis on mille)
5. Verbs
   (a). Semi-deponents, audeo, gaudeo, soleo, fido
   (b). Gerunds, gerundives, and periphrastic conjugations
   (c). Conjugations of fio, memini, coepi, odi
   (d). Principal parts of 50 important verbs

II. Syntax

1. Nouns
   (a). Accusative with compounds of trans and circum
   (b). Datives
      (1). Possessive with sum
      (2). Purpose or tendency with such nouns as auxilio, curae, impedimento, etc.
      (3). Dative of agent with future passive participle
   (c). Genitives
      (1). With such adjectives as cupidus, peritus, etc.
   (d). Ablatives
      (1). Respect
      (2). Accordance
2. Verbs
   (a). Use of supine and historical infinitive
   (b). Uses of the subjunctive
      (1). Indirect command
      (2). Clauses of description (or characteristic)
      (3). Subordinate clauses in indirect discourse
      (4). Clauses of anticipation with dum meaning "until"
      (5). Substantive clauses after such verbs or expressions as:
         (a). impero, persuadeo, peto, hortor (verbs of will or endeavor)
         (b). prohibeo, deterreo, recuso (verbs of hindrance or check)
         (c). Non dubium est
         (d). accidit, evenit, effecit, etc.

Third Year

A. Review Outline for Second Year
B. New work

I. Forms

1. Nouns, declension of Iuppiter, senex, Idus, Kalendae, Nonae, deus, nemo
2. Adjectives, comparison with magis and maxime
3. Verbs
   (a). Present passive imperative
   (b). Principal parts of 50 important verbs

II. Syntax

1. Nouns
   (a). Accusative of exclamation
   (b). Datives
      (1). Reference or concern
      (2). With verbs of taking away
   (c). Genitives
      (1). Subjective and objective (or, "of the object or application")
      (2). With impersonal verbs of feeling such as miseret, paenitet, etc.
      (3). Verbs of remembering and forgetting
      (4). Indefinite value
      (5). Plenty and want
   (d). Ablatives
      (1). Origin
      (2). Measure of difference
      (3). Plenty and want
2. Verbs
   (a). Uses of the Subjunctive
      (1). Exhortation
      (2). Conditions in direct and indirect discourse
      (3). Clauses of anticipation with antequam and priusquam
      (4). Wishes
      (5). Rhetorical questions
      (6). Proviso with dum, modo, and dum modo
      (7). Possibility
      (8). Attraction

(b). Summary of ways of expressing
(1). Must and ought
(2). Purpose

Fourth Year

A. Review Outline of Third Year
B. New work

I. Forms

1. Some acquaintance with such Greek nouns as Aeneas, Anchises, heros, Andromache, Achilles, Dido, etc.
2. Principal parts of 50 important verbs

II. Syntax

A study of the poetical construction as found in the Aeneid.

APPENDIX B

The Material Equipment of the Teacher

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1. HELPFUL PUBLICATIONS AND BOOKS OF SPECIAL VALUE

Journals

The Classical Journal
University of Chicago Press; $2.00 (invaluable)

The Classical Weekly
Edited by Chas. Knapp, Barnard College, New York; $1.00 (invaluable)

Books

(*Minimum Number*)*

Botsford's *History of Rome;* Macmillan, 1902, $1.10, or
Morey's *Outlines of Roman History;* Am. Bk. Co., 1901, $1.00
Warde-Fowler's *Julius Caesar;* Putnam, 1903, $1.50
Judson's *Caesar's Army;* Ginn & Co., 1888, $1.10
Holmes' *Caesar's Conquest of Gaul;* Ginn & Co., $1.50
Beesley's *Catiline, Clodius, and Tiberius;* Stechert, 1907, $3.00
Translation of Sallust's *Catiline;* McKay, $0.50
Forsyth's *Life of Cicero;* Scribner, $2.50
Introductions to Johnston's *Cicero;* Scott Foresman, $1.00; and D'Ooge's *Cicero;* Sanborn, $1.25.
Abbott's, *Roman Political Institutions;* Ginn, 1901, $1.50.
Warde-Fowler's *Social Life in the Time of Cicero;* Macmillan, 1909, $2.25.
Glover's, *Virgil;* Second Edition, Macmillan, 1912, $3.00.
Carter's, *Religion of Numa,* Macmillan, 1906, $1.00.
Johnston's *Private Life of the Romans;* Scott Foresman, 1903, $1.50.
Carter-Huelsen's *Roman Forum;* Stechert, 1909, $1.75.
Gayley's *Classic Myths in English Literature;* Ginn & Co., (new edition) $1.50.

*A more comprehensive list may be secured from the Latin Department of The University of Wisconsin High School.

Hawthorne's *Tanglewood Tales;* Everyman's Library, $0.35.

Palmer's *Translation of the Odyssey;* Houghton Mifflin, $1.00.

Tucker's *Life in Ancient Athens;* Macmillan, 1906, $1.25.

Mackail's *Latin Literature;* Scribner, 1899, $1.25.

Tarbell's *History of Greek Art;* Chautauqua Press, $1.00, or Von Mach's *Handbook of Greek and Roman Sculpture;* Bureau of University Travel, $1.50.

Seyffert's *Dictionary of Classical Antiquities;* Nettleship and Sandys, Editors, Macmillan, 1908, $2.25.

Smith's *Dictionary of Greek and Roman Biography and Mythology;* Am. Bk. Co., $4.25.

Plutarch's *Lives* (A. H. Clough); Little, Brown & Co., 1888, $2.00.

Harper's *Latin Dictionary;* Harper, 1899, $6.00.

Kiepert's *Classical Atlas;* Sanborn, $1.00.

Dahn's *A Captive of the Roman Eagles;* McClurg.

Davis' *A Friend of Caesar;* Macmillan, $1.50.

Davis' *A Victor of Salamis;* Macmillan, 1907, $1.50.

Lytton's *Last Days of Pompeii;* Everyman's Library (Dutton), $0.35.

2. SLIDES AND PHOTOGRAPHS.

Although certain slides useful for the work of the Latin department are loaned to the schools of the state by the Extension Division of the University, the Latin teacher is strongly urged to secure slides as a permanent part of her equipment. The best results can only be attained by having a lantern and a comprehensive set of slides in the classroom for daily use as the needs of the recitation demand. But in case it is not possible to have a lantern for the Latin teacher's individual use, it is very desirable to have slides which can be used from time to time by borrowing the school lantern. A collection of slides covering very fully the work of the four years is now in process of preparation at the High School of The University of Wisconsin. These may be examined at any time by visiting teachers and in many cases copies may be made by the official photographer for 40 cents. At least 40 slides should be available for the Caesar work, from 50 to 100 for Virgil (including a comprehensive set on Roman and Greek religion and mythology); and at least 50 on striking features of Roman Life in general. Mr.

George Swain of Ann Arbor, Michigan, publishes the best set of Caesar slides. In general, however, the teachers will get more satisfactory results by having slides made from pictures of their own choosing.

A collection of photographs and pictures is desirable although less important than slides. These may be secured from many sources. It is comparatively easy to-day to collect valuable material of this character from newspapers and magazines. Reference has already been made (page 42) to various firms publishing inexpensive prints suitable for the Latin work.

3. THE TEACHER SHOULD HAVE WALL MAPS OF GAUL, ITALY, GREECE, AND ASIA MINOR AS A PART OF A PERMANENT EQUIPMENT

4. A LATIN ROOM EQUIPPED FOR LABORATORY PURPOSES

The idea that the Latin teacher needs a "laboratory" is a new one. It has always been recognized that the science teachers can do little without one and the departments of Manual Training, Domestic Science, Agriculture, and Drawing are equally dependent upon equipment in this connection. But the Latin teacher has been considered amply provided for if he has been given a recitation room with a blackboard and Latin text-books upon his desk. The very fact that his subject is less tangible than these just mentioned, abstract and at the best difficult to present to young people in an effective way, makes his need of tools to work with all the more imperative. It is quite likely that the dry and mechanical style of teaching Latin which has led the superficial observer to pronounce it a "dead" language, may be due very largely to this lack of tools for a more objective and vital presentation. The live teacher will want his room to be a real laboratory, a place where pupils can "work." It should be equipped with a large table for writing, clipping, and pasting, and informal meetings around it after the "round table" fashion; there should be ample space on its walls for bulletins, exhibits, illustrative devices in connection with the teaching of Latin forms, vocabulary and syntax; and the drawers, shelves, cases, etc., about the

room should contain photographs, slides, Roman costumes, Caesar models, Latin games, specimens of work done by the pupils, clippings from papers and magazines about Latin and its bearing upon life, etc. All the pupil's Latin notebooks, derivative blanks, etc., should also have a place here so that he may come in at odd times and work on them. The fact that this is also the teacher's workroom and that he is constantly meeting pupils in this laboratory and surrounding them with a healthy atmosphere of effort and intelligent interest in Latin is one of the strong points in connection with the idea. An ordinary recitation room with a large alcove, or one very large room with the recitation desks at one end will serve this purpose admirably.