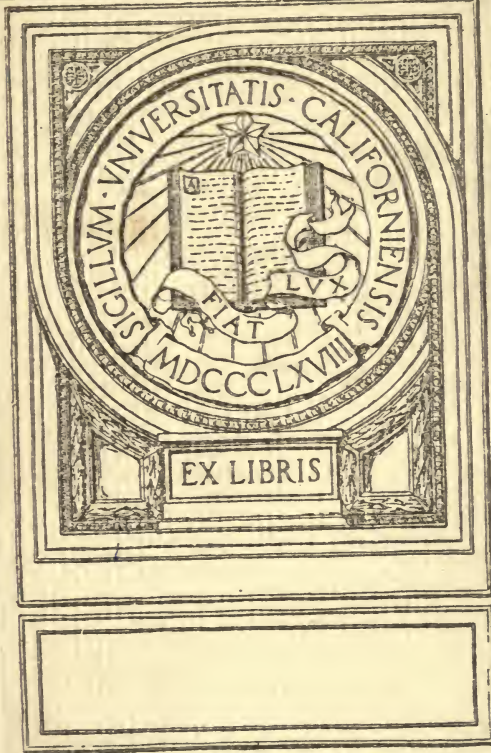


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THE HIGH SCHOOL COURSE  
IN LATIN

BY

M. S. SLAUGHTER

Professor of Latin

The University of Wisconsin

MADISON

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### HIGH SCHOOL SERIES

1. THE HIGH SCHOOL COURSE IN ENGLISH, by Willard G. Bleyer, Ph. D., Assistant Professor of English. 1906. 1907.
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4. THE HIGH SCHOOL COURSE IN LATIN, by M. S. Slaughter, Ph. D., Professor of Latin. 1908.

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For a Committee of the Wisconsin Teachers' Association

THE UNIVERSITY OF WISCONSIN

MADISON

1908

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## INTRODUCTION

At the last meeting of the Wisconsin Teachers' Association (November, 1907) a committee, appointed at the previous meeting, reported to the Language Section of the High School Department on the High School Course in Latin. The report dealt with the place of Latin in the high school, and the committee promised a bulletin on the teaching of Latin in the high school, to be published later in the year. The present bulletin is issued in fulfillment of that promise. The original report of the committee is here reprinted by way of introduction to the bulletin.

### Latin in the High School

"From the first establishment of the system of high schools in the state, Latin has been given a prominent place in the course of study, at least in schools where the teaching force was strong enough to permit it. This recognition was based largely on tradition but it may be defended on other grounds. Latin long held the place of honor in the high-school course as the one subject which the student could pursue for four years and so gain the very valuable discipline that comes from continuous work along one line. This has been in the past one of the strongest reasons for maintaining Latin in the schools.

"It may be said that Latin was granted this place of privilege through the influence of college entrance requirements, and in so far as this is true, it should have weight, for ultimately the aims and interests of the high school and the college are identical; they desire to furnish the best training for the mind. And the judgment of the college cannot, without disastrous results to those aims and interests, be entirely ignored in considering what should constitute the high school course.

"At present, no institution in the state requires Latin for admission to the course leading to the degree of Bachelor of Arts, though it is sometimes recommended. Latin is accepted for admission to all technical courses and is required for medical courses.

### Reasons for Retaining Latin

"But aside from the question of college entrance requirements and recommendations, the reasons for keeping Latin in its place in the high school course may be stated under two heads:

(1) The general arguments for the maintenance of a strong linguistic element in the course.

(2) The arguments peculiar to Latin.

(1) The demand for the presence of a strong linguistic discipline in the high school rests on as sound pedagogical principles as does the demand for the discipline to be gained from mathematical, historical, and scientific studies and should be taken just as much for granted.

"Training in language is an invaluable instrument in the education of the mind, and constitutes an essential element in any true preparation for life. A good training in language and an acquaintance with literature not only makes for a man's happiness, whatever may be the conditions of his life, but it also contributes to his usefulness, whatever may be the calling he enters. Studies that serve these ends should have a large place in the high school course. The study of the English language and literature naturally does much to meet these ends, and the development of a strong course in English should be the first aim of every American high school. And it should be the purpose, as it is the peculiar privilege, of the study of Latin to supplement and support this aim in every way.

"This leads to the consideration of (2) the peculiar claims of Latin to an important place in the high school course. These claims may be stated briefly to be (1) the liberalization of the mind, (2) the training of the powers of observation, discrimination and expression, and (3) the aid to the understanding, appreciation and mastery of English.

### The Value of Latin

"The account of the Symposium on the study of Latin given on pages 44 to 46 in The Proceedings of the Wisconsin Teachers' Association for 1906 furnishes material for the elaboration of these points.

"(1) The study of Latin liberalizes the mind by bringing

it into stimulating contact with ideas and a civilization remote from our own, which have had more than those of any other people to do with laying the foundation of our own civilization. This historical significance of the study of Latin can hardly be overestimated, and needs constantly to be emphasized because it contains a most valuable safeguard against a very present danger in modern times, namely, the danger of limiting education to subjects of immediate and every day interest and value. To a certain extent, this acquaintance with the significance of Roman civilization may be gained in the high school, if the subject is rightly taught. The works of Caesar, Cicero and Virgil, furnish excellent material for such liberalizing study, with the added advantage of having long since passed the experimental stage of instruction.

"(2) In the study of Latin the student deals with material calling for close observation, nice discrimination, and clear expression. The power of words must be felt in all the shades and varieties of meaning, for Latin frequently expresses by a single word what English may express by a number of related words. The student is trained to observe these differences and make a discriminating choice. Any well educated lawyer, physician or business man will testify to the need of an accurate knowledge of words.\*

"The highly inflected nature of the Latin language furnishes a training gained by no other sort of exercise. The shifting relations of words to each other in the sentence calls for nice discrimination. Concentration of effort is necessary rightly to appreciate all the bearings of these distinctions. At the same time, the material worked with is not beyond the student's grasp, and errors in judgment and observation may be readily detected and pointed out.

"In the process of translating from the Latin authors read in the high school, the student deals with elevating and refining ideas and so acquires a training in the art of expression such as he can gain in no other way. The powers of the student can be seen to grow from day to day. A knowledge of words and accuracy in their use is an essential element in every man's equipment, and the study of Latin affords the

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\*See an address of Charles Quarles, *Proceedings of the Wisconsin State Teachers' Association*, for 1904, p. 45.

finest possible opportunity for this training. The dealing with high ideas, expressed in elevated language, introduces the student to a world beyond the range of his own ordinary thought and assists him to acquire the habit of good thinking and noble expression.

### Latin as an Aid to English

“(3) The study of Latin is an indispensable aid to the right understanding, appreciation, and mastery of English. No other foreign language studied in the schools has a vocabulary which stands in such close relationship to the English as does the Latin. The English language is the child of Latin in almost as full a sense as French or Italian, since about two-thirds of the words in an English dictionary are of Latin origin, while a very large per cent of the words in common daily use can be traced back to the Latin. To learn Latin first, then, would seem to be the best economy for one who seeks to know English. As was said above, the process of translating from the Latin gives the student an excellent drill in English expression, and, because of the constant comparison with the foreign idiom, gives him a better insight into the genius of his own language. The study of English literature, too, is enriched by an acquaintance with Latin to a degree that the student who does not know Latin can hardly appreciate. All sorts of allusions in his English reading, mythological and historical, frequent turns of thought and figures of speech, are readily appreciated by the Latin student, which either escape entirely or have a very slight significance to one who has not read Latin.

### Recommendation of the Committee

“To make this report effective, the committee recommends that, inasmuch as the only question in regard to choice of studies a pupil must decide on entering high school is whether he will elect Latin or not, the principals of high schools be asked to state these arguments to the high school at the beginning of the year or to the pupils of the Eighth grade dur-

ing the year, in order that the decision may be made intelligently.

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E. W. CLARK.

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W. REISS.

J. R. SHERRICK.

J. T. HOOPER.

M. S. SLAUGHTER. (Chairman.)

## FIRST YEAR LATIN

In most Wisconsin schools Latin is begun in the first year of the high school course. Although in that grade a certain acquaintance with English grammar may be assumed, yet every teacher of Latin finds it necessary first and last to give a good deal of instruction in English grammar. This ought not to be done formally, but should be taught through the Latin. To many pupils the first realizing sense of English form and syntax comes from the study of Latin. Teachers may look upon this part of their instruction as the opportunity to accomplish one of the chief objects of their work, the improvement of the pupil's English.\* Herein lies an obvious reason why the majority of pupils should study Latin in the high school. A little patience and a great deal of skill and alertness are necessary to bring about this desirable end, but it is worth what it costs.

The teacher of first year Latin should follow a definite system in his work. The order of emphasis of various elements should be determined upon and lived up to and the time to be given to the various subjects mapped out at the start. Many of the failures in first year Latin, and all of the confusion, may be traced to a lack of system on the part of the teacher, to indefinite notions of what the important things are, and to ignorance of how to attain the best results. The trouble does not lie ordinarily with the pupil, nor with the subject, but entirely with the teacher.

## Text Book

The first test of the teacher comes in the choice of a text book. Insist on having a book that you can teach sympathetically, one that suits you, for the same book is not equally good for all teachers. So many first year books are on the market now, that no teacher need use a book which, for any reason, seems unsatisfactory. At present the demand is for a book which designedly prepares for the reading of Caesar. This may

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\*See Terry, *Latin as a Practical Study*, published as a bulletin by the State Department of Education.

not be an ideal demand, but such books have been found to be eminently practicable and it is well to conform to the general opinion in such matters, unless through long experience a better way has been discovered. A book with a moderate vocabulary should be chosen. From six to eight hundred words are quite enough for the first year pupil to become acquainted with, and not all of the six hundred words are equally important. The exercises of the book should deal mainly with the most important words.

The popular form of beginners' book furnishes in each lesson an alternation of interest; vocabulary, translation, syntax, and forms, now of the verb and again of the noun, adjective, or some other part of speech. Long usage seems to sanction this arrangement, but each separate book lays claim to some special advantage arising from emphasis of one or the other phase of the subject, or from peculiarity of presentation. Any good book that is well printed and offers a clear page mechanically satisfactory, will contain enough material for instruction in the elements of Latin. One particular book may be better than another, but this is a question for the teacher to settle for himself.

No good teacher is dependent upon the book but has many resources outside of even the best book. This resourcefulness is never more in demand than in the first few lessons in Latin in order rightly to introduce pupils to this new study and save them from discouragement and hopeless confusion. Don't be afraid to repeat, to review, to explain again and again, and above all to illustrate with examples not in the book every principle taken up until it is perfectly clear to every member of the class. Demand at the start concentration and quickness. Don't let a pupil dawdle over a point to be learned. Insist upon immediate and close attention, and require quick recitation work. An elementary language does not call so much for thought in the class-room as it calls for an active receptivity, and language study should furnish training in activity of mind as well as in receptivity. Begin on this line at once. The demand for wide-awakeness must, however, not degenerate into fuss and hurry and slipshod work. Young pupils, however, respond readily to anything that calls for quick action of memory and sharpness of attention. Keep the class alive.

### Pronunciation

The strangest thing the pupil encounters in beginning Latin is the pronunciation. A wrong start here is fatal. The quantities are marked in all the books now, and it is inexcusable for the teacher to go wrong in this matter. The teacher must be the model, and a good pronunciation is possible only when the pupils hear the words constantly pronounced with correctness. Latin is a phonetic language. There are no silent letters. The division into syllables is to be learned. Watch the pronunciation of the vowels with delicate attention, and insist on knowledge of the quantity of the penult syllable in all words. Don't overdo the matter of quantity and pronunciation, but demand reasonable accuracy of the pupils and always be sure of your own pronunciation. Imitation of a good model is the best way to acquire a good pronunciation, for it is so largely a matter of the ear and not of the eye. As soon as sentences are given for translation, let the pronunciation of the Latin be a regular part of the day's work. *From the beginning, sentences should be read for the sense.* Reading the Latin should be a part of every recitation throughout the four years, not as an end in itself, but because a better appreciation of the thought is reached in this way.

### Forms

Next to the strangeness of pronunciation comes the newness of the forms of inflection in Latin. English is so slightly inflected that Latin, a very highly inflected language, presents an entirely new set of situations to the young pupil. The training value of Latin rests to a not inconsiderable extent upon the solving of the problems arising from inflection. The relation of words to each other, and to the sentence as a whole, calls for close attention, nice observation, and accurate discrimination. This is not a matter of memory, but is a matter of reasoning. This study of relations continues throughout the course in Latin, and combined with the exercise of translation forms one of the best educational instruments in use in the schools. It is the first duty of the Latin teacher to secure accuracy in the knowledge and use of forms. Do not be content with parrot-like recitation of the paradigms, nor rest satisfied with the



recitation on the forms set down in the lesson book. Oral drill on forms should constitute a part of every day's lesson throughout the first year, and a quick recognition of the forms asked for should be insisted upon. This should be made an enlivening exercise, not a deadly bore tending only to confusion of mind and weariness of spirit. This oral drill should be supplemented by blackboard work. Books should be closed and all papers discarded for the oral drill and blackboard work.

Emulation between sections in the class should be fostered, and class-room contests on forms used to excite interest in an accurate knowledge and a quick recognition of the forms. In ten minutes, thirty or forty forms may be reviewed in this way. Translation of forms should be called for and the Latin expected when the English is given. In this way the teacher may call up all the forms misused or misunderstood in previous lessons and so keep up a constant review. Eternal vigilance and endless patience are necessary in this work, but an easy and fluent familiarity with the forms is indispensable to profitable and pleasurable progress in the study of Latin.

### **Sentence Structure and Order of Words**

The pupil should be taught from the start the peculiarities of Latin word order, and, as he advances, the nature of Latin sentence structure. The constant comparison with English in this respect furnishes a good training in both languages. The teacher should never minimize this difference from English, and special attention should be called to it in the first year's work. On the other hand, the teacher should never accept as final a translation into English in the order of the words in the Latin sentence.

The sentences to be turned into Latin in any first-year book furnish an excellent opportunity to impress the pupil with the importance and significance of Latin word order. Don't make the mistake of expecting too much, for appreciation of this peculiarity of Latin expression is a gradual growth. Contact with the sentence construction offered in Latin is of immense value in gaining an appreciation of English, and this value must not be lessened by slovenly work in Latin. Carefulness in first year Latin means increased effectiveness throughout the Latin course.

### Syntax

As the basis of sentence structure, of course, we find the syntax of the Latin language. Most beginners' books give too much attention to syntax, i. e. introduce the pupil to too many different constructions, and in consequence touch on many of them too slightly. The pupil begins Latin in our high school at about fourteen, so that he ought to be mature enough to understand the principles of syntax found in the beginners' book, but he should not be expected to master all of them. The simpler and more regular case constructions, the elementary sentence relations of coordination and subordination should be learned and constantly practiced. But the more difficult constructions, as *cum temporal*, *intricate conditional sentences*, the *quin* and *dum* constructions, may be presented in a simple way in the first year, but should be left to the second year for anything like intensive study. Such constructions can best be learned in connection with connected reading. Constantly associate together various constructions under the head of *Ablative*, *Dative*, *Purpose*, etc. This may best be done when reviewing.

### Vocabulary

From three to five hundred words should be learned outright in their main and common meaning in the first year. This is a minimum requirement.

Every teacher has his own method for teaching vocabularies. But something must be done to counteract the lazy use of the vocabulary furnished in most books with each lesson. It would be better if no vocabularies were given at all, and the pupil placed under the necessity of learning a word once for all when it occurs in the reading lesson. A general vocabulary at the end of the book, with proper indications as to occurrences of words, ought to be enough. The prop furnished by the vocabulary list is altogether too readily made use of. The pupil should be encouraged to make his own word list, but the intelligent reading of connected passages of Latin is the surest way to interest the pupil in the mastery of the vocabulary. Words may be grouped together according to meanings or forms or associations.

Given the primary meaning of a word, it should be a part

of the training in Latin to have the student select the correctly shaded word in English to render the context in which the Latin word is found, for a Latin word does duty for several English words, and the study of English synonyms is the inevitable result of any attempt to render accurately the full meaning of a Latin sentence. Every opportunity of this kind should be seized upon by the Latin teacher to reinforce the work in English in the schools.

Word lists, such as those prepared by C. H. Browne (Ginn & Co.) and Professor Lodge (Teachers College, Columbia University) are helpful if used with caution, but belong rather to the later years of the course.

### Connected Reading

Some time<sup>\*</sup> should be found in the first year for the reading of connected Latin. Many beginners' books recognize this and furnish selections from Caesar adapted to this purpose.\* Kirtland's *Fabulae Faciles* (American Book Co.) may be used with profit along with the beginners' book, or four to six weeks at the end of the year may be devoted to work of this kind. The chief thing is to convince the pupil that the rapid acquisition of a vocabulary by whatever means is not an end in itself, but is for the purpose of making smooth the path of his subsequent reading. Practice in reading connected passages of Latin is, therefore, very important not simply to fix in mind the principles of language already acquired, but more especially to prepare the way for the reading of connected narrative in the second year's work.

An accurate knowledge of words and careful translation into English is the first essential in the successful reading of Latin. A knowledge of forms constitutes the second, and an appreciation of sentence structure the third essential. These three things should be made the important things and receive constant emphasis.

To sum up, (1) have a system, but do not let it degenerate into formalism; (2) keep the class alive, actively, and receptively, not raspingly, by your sympathetic enthusiasm.

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\*See Smith and Laing, *First Latin Lessons*, Allyn & Bacon, 1908 (pp. 203-208).

**SECOND YEAR LATIN.**

In the second year of Latin, the methods used to acquire the language are not very different from those of the first year, except that problems of greater difficulty must be attacked and the first attempt made to reach what may be called the fundamental aim of this study, the acquisition of the ability to read Latin. By this is meant the ability to read with enjoyment simple Latin prose and verse in the original, and to translate them with reasonable ease and accuracy into good English. Some other things go along with the attainment of this end, and are highly valuable in themselves, but it must not be forgotten that the ability to read Latin is fundamental and prior to all other claims. With this end in view the mastery of forms and syntax and the acquisition of a vocabulary come to have a real significance.

**Forms**

In the second year a systematic review of the forms should be made in connection with the reading. In most schools it would probably be time well spent to devote two weeks at the beginning of the year to a review of the noun, adjective, and verb forms. A long summer vacation is apt to make large inroads on the best pupil's familiarity with Latin forms. Questions on forms should be asked at any time during the course, when it is apparent that the form occurring is strange, or if the class is weak on any particular set of forms, as is not infrequently the case with nouns of the third declension, with all the pronouns, with irregular adjectives, with numerals of all kinds, and with irregular verbs.

**Syntax**

The second year is the time to fix a knowledge of the elementary principles of Latin syntax, and to extend this knowledge to more difficult problems. Most books used in second year work give abundant help in all matters pertaining to syntax, and countless references to grammars are given in all of

the Notes. But from the very fullness of the Notes arises the difficulty. The pupil cannot be trusted to put the emphasis in the right place. The teacher should always announce with the assignment of the next day's lesson certain points in the Notes or translation on which the emphasis will be placed. Familiarity with these points should be made an essential part of the lesson. The definite assignment saves the pupil from the confusion and discouragement arising from indefinite requirements. Other points not set for preparation should be taken up by the teacher, and a clear understanding of all possible difficulties be demanded in the recitation period. The teacher should endeavor to make definite the requirements for the preparation of the Latin lesson, though complete definiteness in language study is impossible, and is perhaps in a sense undesirable. The pupil should be supplied with that sort of training in science and mathematics.

### Vocabulary

The acquisition of vocabulary should be systematized in the second year. The practical advantage of having a good vocabulary at command can be brought home every day, if a few minutes be devoted to reading at sight, or an occasional period be given up to a study with the class of a portion of new Latin. More of this laboratory sort of work ought to be done in all the schools. An alert teacher can in this way detect wrong habits of work, and can discover limitations, which a prepared lesson never reveals. If any pupil is making wrong use of a translation in the preparation of his lesson, this can be exposed in such an exercise, and the habit broken up. Time for reading at sight may be found by making a short assignment for the regular lesson, or an occasional period may be given up to laboratory work, which will offer all the opportunity necessary. Sight reading is accompanied by the best results when based upon the author regularly used in the class, since no time is lost in getting the story, the vocabulary is somewhat familiar, and whatever is learned is immediately applicable in the subsequent lessons.

Lists of all new words met with in the reading should be kept by members of the class, and a certain number should be learned each day. These lists may be kept in various ways,

but some principle of arrangement should be followed, some law of association maintained; that of etymology or similarity in meaning or form.

### Composition

Perhaps no better way has been discovered for fixing in the pupil's mind the meaning of words, the sense of form, and the feeling for Latin sentence structure, than the practice of writing the language. In this exercise he is called upon to put into practice whatever knowledge he may have. Weak spots in his acquirements are here rapidly brought to light. The value of Latin composition as an end in itself may be questioned, but as an exercise in syntax and form, and as an evidence of command of language, it is of the greatest possible importance.

Drill in writing Latin should be systematic, and should constitute a regular part of the first three years of the study of Latin, either as an exercise occupying the first ten minutes of a recitation period, with short sentences based upon the text read, or as an exercise occupying one full period a week, making use of a book of sentences chosen and arranged to illustrate syntactical categories. These sentences may be based upon the text or not. Whichever method is followed independent work should be exacted from each member of the class, and entire freedom from the use in class of the written sentences be severely insisted upon. Some teachers find this most readily attained in the shorter exercises at the beginning of each recitation period. Here care must be exercised that the sentences illustrate some one or two definite things, and that too great variety be avoided. Various constructions should be grouped together. The teacher should supply one or two short sentences for these exercises, based upon the review reading lesson and illustrating some principle emphasized in the previous day's reading. Sight exercises on sentences taken from the day's reading lesson may also be used to lend variety and add stimulus to the work.

Many teachers, on the other hand, have little faith in the plan thus described, and prefer, even at the risk of a blue Monday or black Friday, to set aside one period a week to Latin prose composition. When this is done great care must be exercised to prevent listless and careless work. Pupils should be

required to prepare their lessons independently of each other, and the teacher should never allow pupils to correct each other's papers. Whatever correction is necessary should be made by the teacher or by the one who wrote the paper, and should be supervised by the teacher. Poor and slipshod work in composition is worse than none. There may be arguments offered for the omission of composition altogether, but none can be offered for careless work. The great advantage of giving one period a week to composition is that the work is likely to be well systematized and the principle of massing constructions to be observed.

The writing of Latin, the acquisition of vocabulary, and the familiarity with forms and sentence structure are all means to the one end of the course, the gaining of ability to read Latin.

The reading lesson is the all important thing. *Progress should be slow at first.* Short assignments will give time to secure accuracy in details without unduly burdening the pupil's time. Mastery over the language comes slowly, but rapidity and enjoyment in reading are sure to come later in the year if proper care is used.

### Translation

The main stress in the lesson should be laid upon the translation. This gives the key to the pupil's understanding and appreciation of Latin down to the smallest details of form and syntax, and in addition furnishes an excellent opportunity to strengthen his command of his own language. A part of the translation should be written on the board and time taken to make it clear, correct, and as expressive as possible of the thought found in the Latin. If a correct rendering of the Latin expressed in idiomatic English is insisted upon, the pupil has had a valuable exercise in the power to think and in ability to express his thoughts. Too much cannot be made of this element in Latin study, for it is after all the chief, permanent, and practical residuum remaining to the pupil. Translating from Latin furnishes the most exacting exercise in the use of English, and in the hands of a good teacher is an unsurpassed instrument in the real education of the high school youth.

### Text Book

In selecting a reading book for second year Latin in the high school the choice has almost always fallen upon Caesar's *Commentaries on the Gallic War*, because of its clearness of style, interest as an historical document, and real dignity and worth as a piece of literature.

The difficulty of the *Gallic War* has been urged against its use as a text book for second year pupils in the high school, but this objection should not be felt if the teacher has a sympathetic and intimate acquaintance with the work of Caesar in Gaul and makes any attempt, even the slightest, to interest the pupils in what is going on from day to day as they read the story.

A summary in English of every chapter read should be required from the class, perhaps not from every single member of the class, but every chapter should be summarized and the summary given in class. At the end of a campaign a review should be held of all the events of that campaign, along with the rereading of the Latin text. The narrative is exceedingly interesting when the *Gallic War* is treated as a human document, and not as a mere exercise book in parsing and construing. To do this means that the instructor comes to the teaching of Caesar with a mind well stored with the history of the *Gallic War*, and an imagination inspired with the desire to picture to the pupils the events and happenings of Caesar's various campaigns in the most vivid manner possible.

Any good text book furnishes in the Introduction and Notes the necessary information that should be *required* of a pupil, but his attention should be called to other books, for the reading of which he will be glad to find time, provided the teacher is successful in engaging his interest. Such books as Davis's *A Friend of Caesar*, Warde Fowler's *Julius Caesar*, Froude's *Caesar*, and certain chapters of Mommsen's *History of Rome* (particularly Book V, Chapter VII on the Subjugation of the West) would be read by many members of the Caesar class, if approached in the right way. To furnish the teacher's own background other books will be found invaluable, e. g. Holmes' *Caesar's Conquest of Gaul*, Judson's *Caesar's Army*, Ferrero's *Greatness and Decline of Rome*, etc.



The bearing of a narrative is made clearer by the judicious use of maps, and pupils should be encouraged to build up their own maps as they read. For this purpose the McKinley outline maps are available. Pictures and illustrations of the civilization of the period should be brought into constant use. Occasional lectures illustrated by the stereopticon can be given if a little well directed effort is put forth by the teacher.

Caesar rarely fails to win the attention of the pupil if the teacher remembers that he is dealing with a great piece of literature, and with events significant in the history of the world. Pupils respond readily to an intelligent appeal to their imagination, and take delight in reconstructing and filling out the historical narrative so sketchily traced by Caesar.

Many teachers find it profitable to begin with the second book of the *Gallic War* because it is somewhat simpler than the first book, and some editions are so annotated that this may be done without the sacrifice of the right sort of help from the Notes. The first book can then be read with more ease and interest, and the two campaigns of that year studied with more attention to the historical events. Selections from the later books of the *Gallic War* are frequently read with interest, particularly such selections as give the story of Caesar's campaign in Britain. Should any teacher be pressed for time the comparatively easy and historically unimportant third book may be postponed until after the fourth book is read, and may then be read at sight, or read largely by the teacher to the class. The college requirement of four books should not be permitted to darken the whole year's work in Caesar.

## IV

### THE THIRD YEAR

In the third year of Latin, greater facility should be gained in the use of the language, some progress should be made in the appreciation of literary excellence, and greater familiarity with Roman civilization be sought.

The methods used in the second year apply to the third year but should be given wider scope. The author almost universally read in this year is Cicero, though some schools divide the year between Cicero and Virgil, and in small schools Cicero alternates with Virgil. This last is unfortunate and should be allowed only as a last resort, not because Virgil is too difficult, but because the pupils are unequally prepared, and the class work consequently uneven. The division of the year between Cicero and Virgil, reading Cicero the first half and Virgil the second half, with a corresponding division in the fourth year, completing Virgil before taking up Cicero again, has some points of advantage, particularly for pupils who are to continue the study of Latin in college. The long break, however, in the study of Cicero interferes with the full appreciation of his work and of his importance in gaining an understanding of Roman civilization. This is one of the chief things to be aimed at in the third year, the coming to appreciate the meaning and significance of Rome. This should be brought home to the pupil not by requiring of him a great amount of collateral reading, nor by the delivery of a vast amount of information by way of lectures, but by the illuminating quality of the teacher's daily comment.

The language of Cicero is not difficult and the subject matter is easy to understand, so all the more care is necessary to prevent slipshod work. The acquisition of vocabulary should be pursued relentlessly in this year and by a systematic plan, such as that suggested in Lodge's *Vocabulary of High School Latin*. Words already familiar will be found used with slightly different shades of meaning, but the pleasure of reading is only enhanced by this, and the training in English consequent upon translation is much greater than in Caesar.

It requires not only intelligence but much diligence to follow the workings of Cicero's mind and understand his thought. He talks very intimately to his readers and hearers, and an intimate knowledge of his time, its history, its political institutions, its art, etc., is necessary. The teacher should possess this knowledge and impart much of it to his pupils. Teach up to the level of your pupils, give them the best you have, and they will appreciate all you give them, provided it is not offered in a didactic and pedantic way.

The teacher must know the history of the period preceding Cicero and something of Roman political institutions in order to make clear the bearing of Cicero's arguments, but it is a mistake to attempt to teach Roman constitutional history while reading the orations of Cicero, just as it is a mistake to make these same orations the vehicle of instruction in ancient rhetoric. These elements in the orations will impress the pupils only in the hands of a very skillful teacher, otherwise they tend to depress them. Be ready, however, at any time to satisfy an inquiring pupil, and do your best, without burdening the recitation period, to interest your pupils in every phase of the subject. Get into contact with your pupils outside of class, and organize them into clubs and reading societies for the more intimate appreciation of Roman life and civilization. Make the recitation room attractive with photographs of significant places and buildings of ancient Rome.

Some of Cicero's letters should be read for the personal touch and for the intimate acquaintance with the time, though the letters read should be selected primarily for the light they throw upon Cicero as a man and not upon the politics of the day.

Do not commit the error of believing that this is the whole of the third year's work or even the chief part of it. To obtain a greater mastery of the Latin language is the first end. To appreciate the literary excellence of Cicero's style is not beyond the ability of a high school pupil if the teacher has a proper appreciation, gained from wide reading in Cicero's works. Some time should be devoted to the reading aloud of Latin, with the proper attention given to the order of the Latin words and the oratorical phrasing of the sentence. The finest passages should be committed to memory. Frequent comparisons

should be made with well known English orations, one or two of which might profitably be analyzed in class. An occasional sentence is made more illuminating by a translation into English in the very order of the Latin. This is a deadening process in Caesar and a doubtful one in Virgil, but the oratorical style lends itself to this sort of exercise. When tried in moderation the results are satisfactory, nor is good English jeopardized in the process. By this time the pupil should have acquired the habit of good English, and the teacher must do everything to foster this habit and nothing to discourage it. It is not a finical demand that the English of the translation should be correct. It is not meant by this that it be Addisonian English, nor anything that is unnatural in the mouth of a high school pupil, but that it be good English, and that it be increasingly good English as the study of Latin continues. Greater mastery of the Latin language, practice in the use of good English, and growth in literary appreciation, should be the aims sought in the third year of Latin, and with Cicero as the author, a more intimate understanding of Roman civilization.

The orations of Cicero chosen for reading in the high school are the four against Catiline, the *Manilian Law* and the *Archias*. It seems a pity to drag the pupil through the four Catiline speeches, for Cicero is not seen at his best here, either as a man or a speaker. The substitution of the *Ligarius* or the *Marcellus* or, better than either of these, one of the *Philippics* (the fourth, ninth or fourteenth) for one or more of the orations against Catiline is recommended. Talks and comments may then be given to show Cicero's conduct and character in the noblest and most unselfishly patriotic period of his career.

Prose Composition, as in the second year, should be an integral part of the third year's work, and may be pursued by the method followed in the previous year.

The successful teacher will arouse the interest of the class in many questions which cannot be answered by the Notes and Introduction of the very best text book. The teacher's library and the library of the school should contain a few books to meet this need. Much use would be made of such books as Abbott's *Roman Political Institutions*, Platner's *Topography and*

*Monuments of Ancient Rome*, Johnston's *Private Life of the Romans*, and Strachan-Davidson's *Cicero*.

Such articles as that by Martha Baker Dunn on "Cicero in Maine," in the *Atlantic Monthly* for 1904, are well calculated to stir up the enthusiasm of a pupil and stimulate in him a new interest in what he is reading.

## THE FOURTH YEAR

By the beginning of the fourth year, the pupil should have acquired a ready command of Latin forms, familiarity with the most important principles of Latin syntax, and a vocabulary of eight or nine hundred words. He should also show by his translations some appreciation of the varieties of meaning latent in most Latin words. This will indicate that he has gained some understanding of the genius of the Latin language as a mode of expression, especially in contrast with that of his own vernacular. If his year in Cicero has been well spent he will come to the reading of Virgil with not a little appreciation of the civilization in the midst of which Virgil lived and wrote, and will be ready to appreciate the great revelation the poet has to make to him. No good teacher will make unnecessarily large demands upon his pupils in any of these things, but most teachers of Latin and all critics of Latin teachers are inclined to underestimate not only what may be done in three years, but what has actually been accomplished even by the average pupil.

The skillful teacher will seize every opportunity in the fourth year to extend the knowledge and deepen the appreciation already aroused in his pupils. For this purpose no better material could be found than the first six books of Virgil's *Aeneid*, for which no successful substitute has ever been offered. Nor has any rearrangement of the subjects read in the high school course proved as satisfactory as that which gives the fourth year to Virgil. The simplicity and delicacy of Virgil's diction, combined with his Roman dignity and directness, are not lost on the high school senior, and cannot be entirely obscured by the most mechanical teaching. A permanent love of good letters has often been born with the reading of Virgil, and he has remained throughout life the favorite poet of many men who first became acquainted with him in school. Tennyson's tribute to the power of Virgil's song might well be made the key to the appreciation of the best things in this fourth year's work. Ask all the members of the Virgil class to commit this English poem to memory and strive to realize its full

meaning as they grow more acquainted with the Latin poem which called it forth.

No mechanical perfection in the reading of the meter, no knowledge of mythology or of antiquities, no cleverness in Latin syntax, important as these things may be, can be compared to the inspiration for good literature that must come to some of those who spend a year with Virgil. Herein lies sufficient reason for maintaining a four year course in Latin in the high school, when one reflects on the tawdry commonplaceness of much of the literature indulged in by young people. Any escape from this commonplaceness should be gladly welcomed by all who believe in real education, an education which fits the man to live, by contributing interest not simply to his hours of business, but particularly to his hours of leisure, and which puts him into contact with the great and vital things of human life. Every lover of Virgil will insist that an appreciative reading of the *Aeneid* is no small element in such an education.

Some problems must, however, be solved before the best things in Virgil become apparent to the reader. The difficulty of the meter, the strangeness of poetical language, and the background of history and mythology, all require hard and constant effort from the pupil and wide reading and sympathetic interpretation from the teacher. Nowhere in the Latin course is more required of the teacher in the way of a cultivated background than in the teaching of Virgil.

### Meter

The attempt to give suggestions on the reading of Latin poetry at this time, when so much has been written on the subject, is accompanied by no little danger of misconception and misunderstanding. The best, or the easiest, or the quickest, method may be advertised, but never the only method. One man may read a line of Virgil with mechanical perfection, rendering faithfully the difference in time between the long and short syllables and paying strict attention to questions of syllabification, consonant values, etc., and still make the impression of a mere metronome, while another may read with a certain disregard of these fine points, and yet obtain the result

most highly desired, i. e., the reading of the line so as to convey the poet's meaning and voice the reader's own pleasure and enjoyment.

The teacher should first explain what is meant by Latin quantitative verse as distinguished from English accentual verse, and should illustrate by correctly reading a few of Virgil's lines. Technical scansion, i. e. illustrating the composition of the dactylic hexameter as consisting of a certain number of dactyls and spondees, with their relative time values, is best made clear by writing out on the blackboard the metrical scheme for the first ten lines of the *Aeneid*. Drill on this scheme should be continued until the class grasps the main facts to be learned; the accent of the dactyl ( / ∪ ∪ ) and spondee ( / — ), the variation of dactyl and spondee in the different feet in the line, the fixed character of the fifth and sixth feet, the coincidence of word and verse accent in the second half of the hexameter, the elision or slurring of vowels before other vowels, the disposition made of final *m*, the nature and use of the *caesura*, etc. Rules of prosody, so far as they help in the mastery of the line, should be learned. But by no means should this mechanical conception of the lines be considered final. The keyboard must become familiar, but the execution of finger exercises is not the goal of a good piano player.

As a concession to the difficulty of the situation some text books are printed with the length of the vowels indicated, so that the pupil may be saved an enormous amount of hard work or loose guessing. This concession is a confession of weakness in the teaching of the pronunciation, but the marking of quantities in the school editions of Caesar and Cicero has made it easier to yield the point in school editions of Virgil, in spite of the paradox involved. Why mark quantities already indicated by the meter itself?

The real burden of making Virgil's verse seem a real and vital thing devolves upon the teacher. He should constantly give illustration by reading all or a part of each day's lesson to the class and should ask the pupils to follow the practice of reading aloud. Imitation is, in the matter of the meter, the very best teacher. The pupils should commit to memory choice passages and read these over again and again. Not



many lines will be required to be thus learned before the trick of reading the lines correctly, and with expression, will be gained. The main difficulty in reading Latin verse lies, after all, for the average pupil, in the strangeness of the words, and this naturally disappears in lines committed to memory.

Teach the class to read first of all for the sense and regard the line as a metrical unit only, which may or may not affect the sense of the passage, and which does not necessarily call for a stop in the reading. Teach them to read by phrases, maintaining a sustained tone when words grammatically related are separated by other words. Let them, so far as possible, have regard for the prose accent of the words, but when necessary sacrifice this word accent to the metrical demands of the line. Avoid a pronounced stress, but don't go to finical extremes in this or in any other matters having to do with the reading of the line. The patience of the class may give out or their sense of the ridiculous may be aroused, either of which is fatal to success. First and foremost the teacher must read well or the pupils can never hope to. In a leaflet on *The Teaching of Virgil*, published by Scott, Foresman & Co., Professor Johnston insists that attention should be given most of all to the mechanical side of Latin verse structure. He suggests that each member of the Virgil class write out in a note book the skeletonized form of all the verses in at least one book of the *Aeneid*. In this way he hopes to impress upon the pupil's mind the important place the "Shackles of the Meter" play in Virgil's choice of words, forms, and syntax. He would use this opportunity to emphasize the differences between poetical and prose usage, and in this way bring out clearly the beauties of Virgil's diction. There is something to be said in favor of Professor Johnston's plan, mechanical though it seems to be, and, if only one thing can be done, the majority of pupils would in all likelihood get more out of this sort of work than from an attempt to realize the music of the verse by oral reading. For the sake, however, of the possible "mute inglorious Milton" that may stray into the class and catch an inspiration from the poet's "ocean roll of rythm," no teacher should forego the oral reading or cease to urge all the pupils to a high standard of excellence in it.

### Language

The language of Virgil furnishes many surprises to the pupil, who has read only Caesar and Cicero. These novel usages offer constant opportunity for the cultivation of a real feeling for the Latin language, and constitute no small part of the great charm of Virgil's poetry. Naturally the poet's expression is due in part to the exigencies of meter, but the larger influence comes from his own genius, from his way of looking at things, in fact that which makes him a poet rather than a writer of prose. It is the duty of the teacher to make apparent to the pupil the most important and striking instances of poetical usage in words, forms, and syntax. Any good text book will be found helpful in this work, but in his daily preparation the teacher should make it a practice to consult more than one edition of the text. No one editor makes all the good points.

### Background

The teacher must make clear the story of the *Aeneid* in all its bearings as the reading progresses. To this end maps, pictures, talks on the geography of Aeneas' journey, every topographical allusion, should be made the most of in the running comment of the teacher, without increasing the labor demanded of the pupils.

Mythological and historical allusions offer endless opportunity for adding to the information furnished by the Notes and constant reference to good things in English literature and to similarities with the *Iliad* and *Odyssey* is the best aid on the literary side. Every teacher of Virgil will find use for all his reading in history and general literature. Care must be exercised not to overdo this attempt to enrich the course, and so obscure the real object of the year's work, which is to learn to read Virgil. Language teaching should never degenerate into a lecture on the part of the teacher, nor into a pedantic display of information. But the skillful teacher knows instinctively how much outside information to bring in, and how much stress to lay on the suppressed but suggested current of thought underlying the visible and evident in every great piece of literature. Unless this is done in the reading of Virgil much will never be noticed by the pupil. The *Aeneid*

is an epic not of Roman politics or Roman religion, but is an epic of human life, and the fine things in the poem become the possession of those only who seek with the utmost diligence to appreciate the full meaning of the poet. The teacher should read again and again such appreciations of Virgil as are found in the essay of F. W. H. Myers in *Essays Classical*, of Woodberry in *Great Writers*, and of Sellar in certain chapters of his volume on Virgil. Gayley's *Classic Myths in English Literature* does not illustrate many particular points in the *Aeneid*, but the teacher will find in it much to excite the interest of the class, and it is an excellent manual for the teaching of the myths of Greece and Rome.

## VI

### REFERENCE BOOKS AND JOURNALS.

The teacher, who is ambitious to do good work, takes advantage of every opportunity to improve the quality of his teaching. Wide reading on a variety of subjects connected with his work is the best means of keeping himself alive. To do this successfully he must buy books for himself and must read the best periodical literature on his subject. One or two departmental periodicals and one or two professional periodicals should be on his desk. The *Classical Journal* has published during the last few years a number of articles, which any teacher of Latin will find helpful and suggestive. From this number I would call particular attention to *Distraction in Secondary Work in Latin* (Lippman) Vol. III; *Sanity in First-Year Latin* (Johnston) Vol. I; *On the Teaching of Cicero* (Showerman) Vol. III; *Virgil and the Drama* (Rand) Vol. IV. The *School Review* publishes much that is of great value to teachers of Latin. *The Classical Weekly* is full of hints and suggestions and deserves the attention of Latin teachers.

Reference has already been made to books of special usefulness in teaching Caesar, Cicero, and Virgil. The following list is submitted as the minimum of reference works which should be found in the high school library and also in the teacher's private library:

- Harper's *Latin Dictionary* (\$6.00) Harper, 1895.
- Harper's *Dictionary of Classical Literature* (\$6.00) Harper, 1897.
- Gow, *Companion to School Classics* (\$1.75) Macmillan, 1893.
- Platner, *Topography of Ancient Rome* (\$3.75) Allyn & Bacon, 1904.
- Dennie, *Rome of Today and Yesterday* (\$3.50) Putnam, 1903.
- Schreiber, *Atlas of Classical Antiquities*. English Edition by Anderson (\$6.50) Macmillan, 1895.
- Abbott, *Roman Political Institutions* (\$1.50) Allyn and Bacon, 1901.

- Johnston, *Private Life of the Romans* (\$1.50) Scott, Foresman & Co., 1903.
- Mackail, *Latin Literature* (\$1.25) Scribner, 1899.
- Gayley, *Classic Myths in English Literature* (\$1.50) Ginn & Co., 1902.
- Judson, *Caesar's Army* (\$1.10), Ginn & Co., 1888.
- Holmes, *Conquest of Gaul* (\$6.50) Macmillan, 1899.
- Warde-Fowler, *Julius Caesar* (\$1.50) Putnam, 1903.
- Strachan-Davidson, *Cicero* (\$1.50) Putnam, 1894.
- Glover, *Studies in Virgil* (\$2.00) Arnold, 1904.
- Nettleship, *Virgil* (\$.60) Appleton, 1897.
- Sellar, *Roman Poets of the Augustan Age, Virgil* (\$2.25) Macmillan 1883.
- Ferrero, *Greatness and Decline of Rome* (Vols. I and II) (\$5.00) Putnam, 1907.
- Boissier, *Cicero and His Friends* (\$1.75) Putnam, 1897.
- Kiepert, *Atlas Antiquus*, 11th Edition (\$2.00) Sanborn.
- Kiepert, Map of the Roman Empire (\$8.00) Rand, McNally & Co.
- The *Classical Journal*, published by the University of Chicago Press, for the Classical Associations of the Middle West and South, and of the New England States. (\$2.00 per year.)
- The *School Review*, University of Chicago Press. (\$1.50 per year.)
- The *Classical Weekly*, published at Teachers' College, 525 West 120th Street, New York, for The Classical Association of the Atlantic States. (\$1.00 per year.)
- Proceedings of the Classical Conferences*, held at Ann Arbor, Michigan, in 1906, 1907, 1908. These contain Symposia on the value of classical studies as a preparation for Theology, Law, Medicine and Engineering. (Published in *The School Review* for June, 1906, 1907 and 1908.)





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