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Division of Latin

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THE QUALIFICATIONS OF A HIGH SCHOOL LATIN TEACHER

It will be understood that the general qualifications of a Latin teacher are the same as of those who teach other subjects. The question of scholarship, of scholarly attainments, is immediately under consideration. Much of the value of the classical training in the schools of the old regime was due to the fact that generally the classics were taught by scholarly men. In the high school of today the best educated teachers are generally assigned to the Latin department. Unfortunately, in spite of this fact it is still true that too large a part of the Latin teaching is done by teachers who are decidedly lacking in the full preparation so desirable for the teaching of a subject which has such large possibilities.

Some of the states are far enough advanced to be able to require that all the teaching done in high schools of the first class shall be by those who hold at least the degree Bachelor of Arts from a reputable college. This is the ideal towards which the high schools of Missouri may well strive, and without doubt it will be reached in a few years, for there is no good reason why any other state should long outstrip Missouri in anything educational. Just now this requirement is hardly practicable, but if any subject is to call for a college trained teacher this should be the Latin.

Because of the definiteness of the subject matter and the accuracy of the standards fixed for the work in Latin, the weakness or strength of the teacher in charge is almost immediately recognized by the higher institution to which the students may go. The student either knows or does not know, and his condition speaks volumes for his school and his teacher.

The following considerations accurately measure the value of the Latin department of a high school:

1. The number of high school graduates who, on entering college, continue their Latin.
2. The number who maintain themselves with credit in the Latin department of higher institutions.

There are high school Latin departments in Missouri, and even in the Normal School District, from which the students are seldom known to continue their Latin after entering the Normal School or a College. Why? Either the subject has been taught

in a half-hearted way and the students have not been impressed with its value, or they know full well that they do not know anything about their Latin, and do not dare jeopardize their "points" already secured. They search, in college, for subjects which they can begin without exposing their imperfect training in their high schools. School authorities may with profit inspect closely this feature of their Latin departments. It is very unjust to bright students to have their education partially wrecked by incompetent teachers in any department, especially in this most important one.

The Latin teachers in this and other colleges know fairly well, when a student gives the name of his high school, what to expect of him. Those high schools are fortunate, whose graduates enter college conscious of their ability and preparedness to take their place with the students of any and all other high schools, and are determined to measure up to the very best. Poor preparatory training is promotive of intellectual cowardice and in no subjects does this cowardice more readily assert itself than in Latin and Mathematics. It is very important that the Latin department be in charge of the strongest teacher available.

While we cannot exact the Bachelor's degree of all Latin teachers just yet, there is no good reason why they should not be expected to have at least two years of college work in the subject which they teach. It sometimes happens that prospective teachers take their Normal School and College courses in various and sundry subjects, frequently of the "snap" variety, and then when an opening occurs in Latin they apply, and on the strength of their Normal School Diploma are selected, even though they never had a course in Latin in the Normal School or elsewhere. There is a report of one brave young American who had had only one year of Latin in a country school but who attacked the Latin in an approved high school! Such teaching is farcical, of necessity, and it is from such preparation as this that we hear those wails, "I studied Latin four years and it never did me any good!" The teacher who is not prepared to teach Latin should be honest with himself and his students and not undertake it. For one who has had one year of Latin to try to teach two years is hardly honorable, to say the least. The wise course is for those who are not ready to teach Latin to decline to undertake it, even when the Board has elected no one who is capable. Two wrongs do not make a right.

There is a large and inviting field for Latin teachers in the high school, and those who would give themselves to this work should take time to prepare for it thoroughly. In teaching some subjects, what is called "bluff" will go a long way, but in teaching Latin it does not go very far. Take time to do at least two years of college work in Latin, and by all means in your course get one or two years of Greek also. The genuine Latin teacher cannot afford not to know something of Greek, and a great deal of Latin.

PROF. J. B. GAME, M. A., PH. D.,

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LATIN AS A VOCATIONAL STUDY

Some decidedly new and radical departures in aim and scope of Latin teaching have occurred in recent years.

In the Dorchester (Massachusetts) High School for about three years, vocational Latin has been given in the commercial course. Mr. W. L. Anderson, head of the commercial department, not only knows from personal experience the value of Latin to a commercial education, but from a wide observation over many years appreciates the seriousness of the handicap in the competition of life placed upon those who have never studied that ancient language.

THE REASONS FOR INTRODUCING THE COURSE

1. Such a course is important (1) to stenographers, (2) to salesmen and business men, "because", says Miss Blanchard, the teacher of salesmanship, and who also teaches an evening class in business administration, composed of employees of a large store, "the chief obstacle to promotion of said employees is ignorance of English; that is, lack of knowledge of meaning and use of words derived from Latin. In short, other things being equal, it is vocabulary which holds the key to success". The fact is recognized by the educational department at the store above mentioned, and as a result, every night the members of the evening classes bring in, for explanation and study, lists of words they have heard during the day, but have not understood. These words, sometimes amounting to as many as forty, are almost entirely of Latin origin. Thus it can be seen that it is not a question of a theory but of a

condition as it actually exists in the fierce competition of the business world today. But in this High School the so-called commercial Latin is not confined to commercial students, for about two years ago the teacher, Miss Ripley, in charge of the department of dressmaking and millinery, decided to put commercial, or vocational Latin into the domestic art course. Miss Ripley states the reasons: "The best situations which my girls may reasonably hope to obtain are those of business manager, workroom manager, draper, fitter, or perhaps a combination of two or more of these positions. In my opinion the time is coming to an end when the crude, uneducated tradeswoman can succeed. A training which enlarges the vocabulary and impresses on the mind a discriminating use of words is especially beneficial to girls who hear poor English spoken at home and whose life work will bring them in contact with illiterate workers on the one hand, and a cultivated and refined public, on the other". It is a noteworthy fact that this enterprise in the Dorchester High School had the hearty support and encouragement of not only the head master of the city schools, the head of the department, and the teachers of the classes, but also of teachers in both Columbia University and Harvard University. The work is said to be much the same as in other Latin classes, with two exceptions: syntax is studied only to the extent of making clear the meaning of what is read, and lists of English derivatives are made from every available Latin word met in the course. These derivatives are classified as to parts of speech, defined, and later embodied in sentences composed by the pupils. The number of derivatives in most cases are surprisingly large. In the beginning the pupils are said to take great interest in the study of derivatives, and in the later parts of the course become much interested in the subject matter. Some tests of results were made and reported. These tests were (1) in spelling, (2) in use of words in sentences, (3) in definitions and parts of speech, (4) in meaning of words and spelling, (5) excellence in vocabulary. In (1) the per cent was, Latin Students, 82.5, Non-Latin Students, 72.6; in (2) Latin, 57.5, Non-Latin 40.6; in (3) Latin 69.5, Non-Latin, 33.3; in (4) Latin, 57.0, Non-Latin, 27.5; in (5) Latin, 36.0, Non-Latin, 6.8.

In respect to this new departure in Latin teaching, Prof. Holmes of the Division of Education of Harvard University is quoted as follows: "I think that you have struck in your work a new line of defense for Latin, which may prove of the utmost im-

portance for the future of the study. There is only one thing, as I see it, that must be yet done to make the defense of Latin, on the score of practicality, completely convincing, namely, actual measurement of results. If it can be shown definitely and in detail, in recorded achievements of pupils, that their study of Latin has done more for them than some other substitutes for it has done for pupils of equal ability, then the whole discussion of Latin will be finished once for all."

B. P. GENTRY.

A SYMPOSIUM OF THE VALUE OF A KNOWLEDGE OF LATIN

(Representatives of several departments of the Kirksville State Normal School were asked to express very briefly their views on the value of a knowledge of Latin, with particular reference to the bearing of such knowledge on the work of their respective departments. The next five articles were written in response to that request. T. JENNIE GREEN.)

The Pedagogy Teacher's Point of View

The chief education value of Latin is its direct influence upon accurate thinking in all fields of human interest and activity. Clear analysis in the sciences depends upon definiteness of terminology, which in turn depends upon a knowledge of the root meanings of words. English thinking in all its forms is so essentially dependent upon the Latin etymology of the words that it has been well said that "a year of well taught Latin teaches more English than three years of study in English literature without the Latin foundation". It is a fatal blunder in makers of school curricula to regard Latin as obsolescent; it is not going out of the life of accurate thought, cannot go out as long as we live vigorously. In brief, while the study of Latin has other values, its greatest value is this of securing vigorous English thinking.

W. A. CLARK.

The English Teacher's Point of View

Teachers of English and teachers of Latin have a common cause. The move toward the practical in education that would throw Latin out of the curriculum, would, if it should grow to bear its full fruitage, throw out Shakespeare and Milton and Wordsworth. The bearing that the loss of Latin would exert on

English studies has been pretty clearly indicated by Stuart P. Sherman of the University of Illinois. On the point of vocabulary he says, "Latin is a key which should be in the hands of everybody who has occasion to open an English dictionary". In the brief space at my command I shall only attempt an enlargement of this statement.

Certainly no student may be said to handle the dictionary with any degree of skill who has not at his service all of the common prefixes and suffixes, and the great body of Latin stems upon which so large a part of the scholar's vocabulary is based.

There are in our language two elements, both of which are essential not only to its fullness and force but also to its fineness and flexibility. The language of every day life is mainly English or Teutonic; the language of philosophy, of art, of science and of morals is mainly Latinic. Simple ideas are expressed by Anglo-Saxon words; but since our native tongue very early lost the power of forming compounds, all complex ideas came to be expressed by Latin derivatives. We can hardly regret that foreign words were introduced to express abstract and complex ideas, for if we had gone on compounding our native words we should now be saying something like the German *SPRACHEEIGENTÜMLICHKEIT* instead of *IDIOM*, or *VOLLMACHTGEBER* for *CLIENT* or *CONSTITUENT*. On the other hand, unless one know the etymology of *CLIENT* and *CONSTITUENT*, the words cannot produce the impression, or touch the imagination as does the expression *FULLMIGHTGIVER* which I have compounded after the Teutonic model.

It follows then, that when a student begins the study of Latin, the dictionary definition has a richness of content wholly new to his experience; and he sees readily the finer shades of meaning, which hitherto had been wholly beyond his comprehension. The student without Latin never acquires precision in the use of words. He does not see why he should not call any odd or peculiar circumstance *UNIQUE*, or a remarkable thing *AMAZING*; or why he should not say he had a perfectly *ELEGANT* time, or that he became *AGGRAVATED* at something that annoyed or angered him.

In tests of technical definition the student who has had Latin is invariably in the lead. In his mind words are associated in groups, a whole family of words about one stem, a whole clan or race, so to speak, about one ancestral root. To the student not so equipped every new word is a separate problem, a strange and inscrutable individual.

Modern science still draws heavily on Latin for its nomenclature. It is quite natural that this should be so since the first great scientific works in England, Bacon's *NOVUM ORGANUM* and Newton's *PRINCIPIA* were written in Latin. Besides, Latin nomenclature has the advantage of being understood by scientists all over the world.

It may be asked why I have nothing to say for Greek and other foreign elements in our vocabulary. The reason is that, as compared with Latin, the number of other foreign words is inconsiderable. Furthermore, most of the Greek words in English came to us thru Latin; and a satisfactory knowledge of them would be acquired by the study of Latin.

English teachers will bear me out, I believe, in the statement that Latin is equally important in other phases of English study—in English grammar, in composition, and in the appreciation and understanding of the finest things in the masterpieces, both poetry and prose. Latin is by no means so dead a language as the illiterate are apt to think.

A. L. PHILLIPS.

The History Teacher's Point of View

No one who expects to specialize in history can afford to neglect the study of Latin. This is particularly true if he specializes in Ancient or Medieval History. In these fields Latin is one of the indispensable tools, inasmuch as much of the original source material is in that language. It is likewise needful to a certain extent in some of the other fields.

But the majority of those who study history in our high schools, normal schools and colleges are not to become specialists in the subject. Will Latin be of any benefit to them in their study of history?

Several reasons might be given for saying that it would be of direct benefit, but only one will be mentioned. It is generally accepted that a knowledge of Latin enables one to understand our own language better and appreciate more fully the meaning of many forms and words that are in common and frequent use. But every branch of knowledge has to a greater or less degree a terminology which while it may not be altogether different from that of a great many other subjects, must be mastered if any progress is to be made. History is no exception to that rule.

Let me illustrate by means of one example. In medieval

history considerable attention must needs be given to the church. On turning to the index in one of the books on church history which is used extensively in the study of medieval history in this institution, I find among others, the following terms: absolutism, Ave Maria, breviary, beatification, creed, concordat, confession, confirmation, cross, crusade, council, conversion, cardinal, decretal, dictatus papae, doctrine, extreme unction, excommunication, filioque, inquisition, interdict, latria, legate, lector, miracle, pope, pastor, penance, provisor, praemunire, Pater Noster, saint, sanctification, templar, temporalities, transubstantiation, vulgate. Some of these terms are Latin, pure and simple, and have been taken over into our language in that form in preference to anglicized words or English equivalents. The rest are formed directly upon the Latin. He who knows Latin is thrice better equipped for the study of history than he who does not.

Similar examples might be offered in connection with other topics in history, but these are doubtless sufficient to illustrate the point.

E. M. VIOLETTE.

The Mathematics Teacher's Point of View

The study of Latin gives, first of all, an appreciation of the people who used it. There is an understanding of Roman life, institutions, art, and literature, that can be brought into consciousness only by feeling the sympathetic pulse of Roman national life, their language. The Romans did but little in creative mathematics, their genius was exerted in other directions; but it was through Rome that mathematics entered the schools of medieval Europe. Moreover, as Roman influence has affected vitally the development of the English language, so it has left its indelible impress upon our mathematical vocabulary.

We also find that much of the mathematics of the Renaissance and even of modern times was written in Latin. This is true on the continent as well as in England. In England we have Bacon's "Opus Majus", and Newton's "Sectiones Opticae" and "Principia". With this Roman background we readily see why our mathematical vocabulary constantly reminds us of ancient Rome. Therefore, he who reads Latin has a peculiar satisfaction in the easy understanding it affords of mathematical terms and definitions.

Every branch of mathematics, from arithmetic for the be-

ginner, to the most advanced subject for the investigator, furnishes numerous examples of words, to the meaning of which Latin holds the key. To enumerate Latin derivatives would be to multiply words. But at random we have: addition, subtraction, multiplication, division, fraction, percentage, progression, triangle, equilateral, tangent, sine, osculating circle, differential, integral, curvature, evolute, normal, fluxion, equation, maxima, minima, projection, invariant, determinant, trajectory, discriminant, function, continuity, and quaternion. These words are but suggestive of the Latin influence upon mathematical terms and topics.

W. H. ZEIGEL.

The Science Teacher's Point of View

Do I favor the study of Latin? Most assuredly, yes. There are many reasons why one should study Latin. It is a highly inflected language. The proper application of these inflections in sentence building and their correct interpretation in translation become a mental gymnastic such as is furnished by few other studies.

Latin has a voluminous grammar. By reason of this it excels in explicitness and discrimination. It furnishes means of expressing endless varieties and shades of thought. This variety will manifest itself later in the student's English. The Latin exemplifies most thoroly the principles of general grammar. It therefore becomes the foundation for the study of other languages. The acquisition of the derived languages, French, Spanish, and Italian, is in some considerable measure already accomplished when one is well versed in Latin.

A knowledge of Latin is of great help in acquiring a mastery of English. English of today can be called English only by courtesy. It is no doubt safe to say that the bulk of it is Latin. The growth of modern English is largely in the increase of the Latin-English element rather than in the Anglo-Saxon element. A knowledge of Latin is fundamental to a thoro understanding and facile use of English.

Latin permeates all branches of science. It furnishes, for the most part, our scientific terminology. It is the language of pharmacy, medicine, and to some extent, of law.

Yes, there is time, even in this busy, rushing, practical day, to study Latin. The rush of students through the curriculum is regrettable. Possibly that is the reason that the groups of studies

to be pursued by the students are called collectively the curriculum—the little race course. We shall no doubt presently slow up our speed. We have been busy redeeming an empire from a wilderness. We have about finished our task. Our land expansion is about over.

While subduing the land, we have done many things in a temporary way. We must now build more solidly, more enduringly, more ornately. We must educate away from the temporary and the ugly. Our homes, our cities, our public structures, our highways and bridges must be more solidly and beautifully built. We marvel at the solidity of structure, and beauty and extent of adornment in the old world. We are grieved at the ruthless destruction, by the ravages of war, of these works of art, these mute manifestations of national unity. We seem not yet to have reached national unity. We have not a common mind in public improvements. We are slow to contribute to constructive works for the benefit of all.

There is always danger that, in the modern demand for the practical instruction of the individual, there will ensue a loss to the nation in unselfish idealism, in public spirit, in national unity and national culture. The acquisition of culture begins with the study of language. The spirit and modes of thought of a people are not caught from its literature, rendered in a tongue foreign to that literature. The spirit, the heartbeat, the flavor is usually lost in the translation. We cannot claim to know a people until we know their language. We are less likely to be vitally interested in a people, its history, its literature, and its culture if we are ignorant of its language.

If one is a good animal, blessed with health, is sober, industrious, and judicious, he will not need all his time and energy to earn his board and lodging. All of his studies need not be of the strictly practical kind. There is of course need of training for a vocation, but one needs also to be taught how to live best, how to get the most out of life for himself and associates. We have time for language, music, and art, for the culture studies. Just because it becomes necessary to emphasize vocational training in modern education, it is not to be inferred that we must sacrifice the non-vocational subjects, and degenerate into a race of mere bread winners.

We are to so educate that each has an opportunity to earn a living and then we should insist that each go farther and fit himself

to live the unselfish community life. That is why we have language, literature, history, music and art in the curriculum. It has been demonstrated many times that one may be ignorant of all these and yet amass a fortune. But we must do more than this. We must provide for our necessities, and luxuries, too, if we choose, and then we must contribute funds, thought, influence and service to enterprises that are for the use and benefit of all, and that are of so general and vast a nature that to their accomplishment there is needed community action. Individual culture graduates into community culture, and community culture into national culture. We have much need of what Latin and Latin culture can teach us. We also have time to acquire it. Study Latin? Yes.

J. S. STOKES.

EXCERPTS FROM WHAT LAWYERS HAVE SAID CONCERNING THE VALUE TO THE LAWYER OF TRAINING IN THE CLASSICS

I. Merritt Starr of the Chicago Bar: "Starting with native endowments of intelligence and common sense, in what should the lawyer seek training by his preliminary education; and what studies will most aid him to such training? The answer is self-evident—training in judgment and training in affairs. Conceding that training in the classics does not give training in affairs it is sufficient for our purpose to maintain that training in the classics does give training in judgment. Since training in affairs is in a sense inevitable while training in judgment is not, therefore, the training which needs the solicitude of the teacher, the pupil, and the public is training in judgment.

In (1) the ASCERTAINMENT OF FACTS the faculty most employed is that of JUDGMENT, the faculty which MEASURES, WEIGHS, COMPARES, CONTRASTS and BALANCES (a) the conflicting statements of witnesses; (b) the conflicting phases of a complicated state of facts; (c) the conflicting motives, interests, prejudices and tendencies of the parties and the witnesses.

In (2) the ASCERTAINMENT OF LAW, the faculty most employed is that of judgment which MEASURES, WEIGHS, COMPARES and BALANCES the seemingly conflicting statements of the law from different precedents, statutes and principles.

In (3) INTERPRETATION, the faculty most employed is that of judgment which MEASURES, WEIGHS, COMPARES and BALANCES the evidences and reasons for conflicting interpretations, and selects the one which should prevail.

But here another set of faculties bears an important part in the lawyer's work, viz. the dialectic faculties. Those are the faculties of critical examination or analysis, of logic, of invention, of discussion, and with the operation of each of these the use of the faculty of judgment is interwoven.

In (4) the EXPRESSIONAL WORK, the DIALECTIC and the RHETORICAL faculties are all brought into play. The latter includes the entire range of the language faculties—those of composition, style, memory, and active expression.

In (5) the RECORD MAKING WORK, the language faculties play a leading part, in selecting and forming the work of the judgment or decrees, and the permanent portion of the record on which it is based.

It appears, then, that the faculty of judgment and the linguistic faculties are preeminent in the work of the lawyer, and should be developed by special education. What study will best train his faculties of judgment and of language? I believe that next after a thorough training in the use of the mother-tongue the study of the classics will best accomplish this result.

The question is not whether the youth who hopes to be a lawyer shall be educated in the law, but what studies he shall pursue before taking up the law. Comparing the classics with (a) mathematics, (b) the modern languages, (c) the natural sciences, (d) the applied sciences, (e) historical studies, (f) philosophical studies, I hold that the study of the classics yields superior training in the faculties of judgment and of language and that these are what he most needs. I have said nothing of the fact, that there are thousands of legal terms adopted bodily from the Latin; that the terminology of the law is largely a Latin terminology; that our law itself is built upon the Roman law as a foundation to a degree that only our best lawyers realize; that most of the legal conceptions which are daily employed in the profession are largely Roman in their origin; that the full-blown judicial statement with which the early common law abounds were many of them taken almost bodily from the Roman law; that, in the language of Sir Matthew Hale, "A man could never well understand law as a science without first resorting to the Roman for informa-

tion", and he lamented that it was so little studied in England (1 Kent, 546). In all this the person who appreciates the value of the scientific treatment of law will find powerful additional arguments for the study of the classics. The Latin of the INSTITUTES is mainly post-classical in the technical sense, but may be treated as classical for present purposes. I have often regretted that the colleges in their offerings of Latin do not more often include the INSTITUTES of Gaius and Justinian, which would familiarize the student not only with classical forms of thought and expression but with legal conceptions also.

II. DEAN H. B. HUTCHINS, Department of Law University of Michigan: "Preparation for the law should be made by the study of such subjects as will train a man to ACQUIRE EASILY AND RAPIDLY, AND TO THINK LOGICALLY AND INDEPENDENTLY". And, in my judgment, the subjects the study of which tends to the development of these qualities are those which require of the student strenuous, painstaking, and persistent effort for their mastery. If I could regulate the preparation of law students, I would eliminate from the course all predigested and specially prepared foods, and I would give the young man something that would demand earnest effort on his part to assimilate. While I believe in and advocate a thorough college course as a preparation for the study of law, I am frank to say that the young man who has a thorough, old fashioned classical and Mathematical preparation for college is, in my judgment, much better fitted for the study of law than a man who during four years in college has dissipated his energy and weakened his power to think clearly and logically by desultory and pointless work in "Snap" courses that require little or no effort on his part. I believe in the elective system as such, but I believe also that it should always be so supervised and regulated that disciplinary subjects predominate during at least the first half of the course. Under such a plan the student comes to the specialized work of the last two years with a quickened and strengthened mind and informed judgment. And, because the preparatory study of the law student should be of the strenuous kind, the ancient classics may well take a prominent place in the preliminary course. It is quite impossible for one to master the elements of Latin or Greek and to attain a reading familiarity, with either of these languages without a painstaking and continuous effort. There must be a persistent training of the memory and a constant exercise of the judgment. For the prospective

lawyer there can be no better discipline than that which comes from the discriminating effort involved in careful translation.

I would also urge the study of the classics on account of the facility that it tends to give in the use of English. As to this there can be no question. The study of English can best be made through the Latin language.

The most effective men at the bar are those who, with good legal attainments, are able to write simple, clear, concise and forceful English. One of the difficult tasks of the law teacher is to get from the student a clear, concise and definite statement of the facts of the case that is to form the basis of discussion, and in this part of the work the noticeable superiority of the classically trained student is apparent."

NOTE—If what these lawyers have said is true, the standard of efficiency of our lawyers will rise or fall as the best means of securing the highest and best preliminary preparation for the study of the law are employed or omitted.

B. P. GENTRY.

EXCERPTS FROM WHAT PHYSICIANS HAVE SAID ABOUT THE VALUE TO THE STUDENT OF MEDICINE OF TRAINING IN THE ANCIENT CLASSICS

I. Dr. Victor Vaughn, Dean of the Department of Medicine, University of Michigan: "There has been found nowhere a better training for the thinking apparatus of the young than the study of Latin and Greek. The great number and variety of the inflections of nouns and verbs render close attention an absolute necessity, and this, in and of itself, is of the greatest value in an educational way. Carelessness and superficiality are incompatible with any thorough study of Greek and Latin. And the habit of close observation, of attention to detail, of looking for fine distinctions and shades of difference, and the alertness of mind possessed by an individual of this habit will be of inestimable service to him, should he choose medicine for his profession, both in his experimental work in the laboratory and at the bedside of his patient. This point in favor of the study of Latin and Greek, it seems to me, is not easily over estimated. Indeed the progress of medicine is determined largely by the accuracy and precision with which observations are made. The careless or superficial

man is not suited to the practice of medicine or to the conduct of experiments for the elucidation of medical problems.”

“It has been said that the use of Latin names in medicine, and especially in the writing of prescriptions, is pure affectation and should be discontinued. This statement is wholly erroneous and could be made only by one grossly ignorant of the facts. The word “salt” may mean any one of a thousand compounds, but “sodii chloridum” and “magnesii sulphas” are definite, and signify definite compounds, and are capable of only one interpretation be the reader English, French, German, Russian, Italian, or Spanish”.

“I have given thus briefly and imperfectly some of the reasons of a practical character as to the value of Greek and Latin to the prospective medical student. There is much more that might be said. The boy who has not studied these languages has missed the full and satisfying pleasure that comes to him who reads in the original the wonderful epic of Homer and the stately lines of Virgil, has caught the full force of the eloquence of Demosthenes and of Cicero, has had a bout with Horace and helped Caesar build his wonderful bridge; and mirabile dictu, I believe that the boy who has had the wider view given by a study of the classics will be all the stronger in both experimental and practical medicine on account of the knowledge and wisdom gained from the wise men of Greece and Rome.”

II. Charles B. G. DeNancrede, A. M., M. D., LL. D., Professor of Surgery, University of Michigan: “It is simply breaking one of the first rules of pedagogy to try to convey information concerning abstruse subjects to those who have never heard anything resembling these new studies in technical language they cannot understand. This is just what we do. How many times, as I look at the faces of my students, do I see a puzzled look because they do not understand the meaning of the technical terms I am employing, and which I must stop to explain. It is not my business to teach the meaning of ordinary technical terms; I should be able to use any technical term that I see fit to illustrate the subject, and the student, if reasonably conversant with Greek and Latin, after a little reflection, should be able to understand it. Thus, lack of knowledge of the ancient languages proves a serious interference to teaching medicine, because we compel the student to learn a language composed of meaningless terms with which to acquire knowledge of entirely new subjects. This is bad

enough; but what is still worse is, that those who have never studied Latin or Greek very rarely take the trouble to consult the dictionary to ascertain the meanings of scientific terms. They may ask their neighbor what one means, when he probably knows less than they; and so they go through their medical curriculum, and through their life, not understanding what certain terms mean. I find, when I am examining students, that they often do not know the meaning of the technical terms they are employing. In giving the history of a case they use terms that convey the opposite meaning to the one which is intended to be conveyed."

THE IMAGINATION IN EDUCATION

The mind of man has the power of imaging or representing in old forms by the memory or in new forms by the imagination, whatever it has known or experienced. Having seen a given mountain it can recall it at any time. Not only so, but it can put what it has experienced in an indefinite number of new shapes and colors. But it can do more, it can picture a mountain covered not with ice, but with silver, or a mountain reaching up to the moon. It can reproduce in like manner whatever has been brought under its notice by any of the other senses. I can recall and reconstruct the bodily sensations, which I have at any time experienced. I can do more; I can picture myself, or picture others in new and unheard of scenes of gladness or grief. Not only can I represent to myself the countenance of my friend, I can have an idea of his character and disposition. But all these ideas in the sense of images are reproductions of past experience in old forms or in new dispositions. Now the work of Education may, in large part, be said to consist in storing the mind with these ideas on which the imagination may play, and in training the imagination to the highest degree of efficiency.

The former part of this two-fold function of education belongs to the earlier stages of the educational process. How accomplish this work with the best and fullest results is a question that demands the earnest consideration of teachers of all subjects of all grades. For besides the chief aim of intellectual, moral, spiritual, and social development there is the less important object of storing the mind with useful ideas for contemplative and imaginative consideration. This feature of the education process

predominates during the earlier years of school life. The illustrative methods of instruction must of necessity predominate during this period. For the mind of the child in its earlier years is supplied with but a meager stock of ideas and the work of this period must look to supplying this lack. And so the stereopticon and other illustrative means must be employed. As the educational process advances more and more should the illustrative methods give place to the contemplative and imaginative powers. If the reproductive imagination is to be developed to its highest capacity, it must be done through the exercise of the imaginative power of the mind. If the illustrative methods of instruction are carried too far in the educational process, opportunity for exercise of the imagination will not be given, and this power of the mind will not be developed. Through the well developed power of the imagination the mind can form for itself mental pictures of objects, situations and relations of things presented to it through language, oral or written, of others.

Only thus can the best of literature be appreciated at its highest value. Furthermore the best of literature is produced by those who possess a lofty imagination. It is often said of authors at the climax of their literary efficiency that they possess a "ripened imagination". Shakespeare thus describes the activity of the poet's imagination:

"The poet's eye in a fine frenzy rolling,
Doth glance from heaven to earth, from earth to heaven,
And as imagination bodies forth
The forms of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation and a name".

B. P. GENTRY.

CAESAR AND THE GREAT WAR

Few teachers have been so up to date in subject matter in the last few months as those who have had the privilege of teaching Caesar's Commentaries on the Gallic War. No longer can it be said that Caesar does not touch on modern life, or that the present age is not interested in war reports. No more timely, interesting or helpful comments can be found on Caesar than the articles that appear from day to day in the reports of the present war. The places, the names of the places, the sieges, the means of defense, and the peoples concerned, furnish many comparisons with the same subjects in Caesar.

Last August the New York Evening Sun published the following: "Brussels, Aug. 8, 57 B. C. (Delayed in transmission)—'Horum omnium fortissimi sunt Belgae—proximique sunt Germani, qui trans Rhenum incolunt, quibuscum continenter bellum gerunt.—C. J. Caesar.'" From the time of the appearance of this quotation to the present, papers and magazines, classical and otherwise, have contained frequent references to Caesar.

The world supposed that a modern war, with its 42cm. howitzer, armored machine gun, rapid-firer and zeppelin, would be very different from a war of ancient times. But no war since the invention of gunpowder has offered so many parallels to the Roman methods as has the present one. The Romans began battle with a cavalry skirmish, then the foot-soldiers came up, hurled their pikes from a distance and rushed on to a hand-to-hand encounter with swords. To-day, under shelter of its artillery, the attacking army may come close to the enemy, and shattering our preconceived notions of all the fighting being done at long range, the soldiers are actually fighting with swords and bayonets. With all the new kinds of war engines, it is surprising to read that the Austrians at Belgrade made use of the catapult, modeled after the pattern of Caesar's.

There has appeared a picture of German sharpshooters, intrenched behind a sloping, splinter proof shed. A narrow slit running the entire length of the shed, gives the sharpshooter a chance to fire with small risk to himself. These sheds, and the movable steel sheds for the protection of the soldiers engaged in digging trenches, and the armored automobiles are suggestive of Caesar's *VINEAE* or sheds on rollers, and his *PLUTEI* or large shields on rollers, though the purposes served in the two wars are not

identical. Caesar's sheds were used as a protection in approaching a fortified town, not when digging trenches or in camp.

High school boys are sometimes incredulous regarding the amount of work the Roman soldiers did in making camp. From the boy's view point, it is a waste of hard work to spend an afternoon in digging a trench from nine to fifteen feet wide, and from seven to eleven feet deep around a seventy acre tract of land, then, after spending one night inside the fortification, to move camp and repeat the work the next afternoon. The reports from Paris on April 11, said that in France alone, the Allies were occupying 587 miles of trenches. These trenches required more digging than the Romans would have done in a year, had they fortified a new camp every night.

The Kansas City Star and the Chicago Tribune have published cuts of the pits that are being used to stop charges of cavalry and of infantry. All the nations involved protect their field positions and trenches by these pits, which are about three feet deep, wide at the top and conical in shape, and have a sharp stake in the centre. These pits are a reproduction of the *LILIA* of Caesar, (Bk. VII, 73), and the pictures published might have been taken from drawings made to illustrate a Caesar text. Caesar concealed his pits by brush thrown over the top, but the pictures of the modern ones do not show any effort at concealment. In the early months of the war, the streets of Brussels were pitted with empty barrels, as a protection against an inroad of a band of *Uh-lans*. The tops of the barrels were covered lightly with earth, and the presence of the pitfall unsuspected until the horses' feet broke the thin tops of the barrels.

Caesar did not have barbed wire entanglements, but he had sharp metal goads, called *STIMULI* (Bk. VII, 73), fastened to wooden pegs, and driven into the ground so that only the metal was left projecting. These seem to have been effective in catching the horses' feet, and in throwing both horse and rider. For further entanglement, the Romans dugged rows of trenches, and fastened in them trunks of trees with branches projecting toward the enemy. (Bk. VII, 73). We read that so much timber has been cut in the present war, that it is having a marked effect on the migration of birds in central Europe.

A correspondent from the Russian army describes in a London paper, the siege of *Peremysl*. He says that owing to the number of forts by which *Peremysl* is surrounded and to the super-

iority of the German guns, the Russians did not dream of trying to storm the town, but they relied wholly on the dogged perseverance of their troops, and the skill and initiative of their officers. After they had pushed the trenches so near that they could see the roofs of the buildings in the city, they surrounded it with a ring of iron, and cut off all communication with the outer world, and thwarted any attempt of the Austrians to make a sally. In the end they simply waited and drew the ring closer and closer. Almost every sentence of this description has a counterpart in Caesar's description of the siege of Alesia, (Bk VII, 69-90), a description of so much interest that it seems a pity for any Caesar class not to read it, especially at this time when we are all interested in sieges.

Students think the pay of a Roman soldier, about 6 1-4 cents per day, was very small. A French student of the American School of Osteopathy at Kirksville, returned to his home at the outbreak of the war to fight for his country. In November he wrote back to a friend in Kirksville that he was a corporal and was drawing a salary of 4 cents per day, and that the salary was sufficient, since he was so situated that he could not spend anything. Caesar's soldiers had the advantage in amount of salary and in being able to make purchases of the traders who accompanied the army.

Caesar's reference in the first chapter to the superiority of the Belgians as due to the fact that they did not allow traders to come to them and to import things that undermine manly qualities, and a similar reference in the second book (Bk. II, 15), where he says the Nervii did not allow wine and other luxuries to be imported, find an abundance of parallels in the present war. Russia has abolished vodka, Germany and France have military restrictions regarding the use of intoxicants by soldiers, France will have no more of absinth, and while England's parliament is solving the question for the nation, King George and Lord Kitchen-er have come out for prohibition, and Chancellor Lloyd-George has uttered his two famous sentences: "Drink is doing more damage than all the German submarines put together", and "We are fighting Germany, Austria, and drink, and, so far as I can see, the greatest of these three deadly foes is drink".

The report from Petrograde on April 13, regarding the Germans' attack on Ossowetz, says: "The Kaiser's troops are combining ancient and modern methods of warfare.—By night the

enemy is attempting to fire the city of Ossowetz, by the use of incendiary bombs and floating fire rafts.—Four of the rafts were sent down the river late at night. The swollen waters of the Biebriza carried the flaming pile down upon the city.—Volunteer fire corps were sent up the river in motor boats. Before they arrived, the fortress guns got the range of the flaming rafts and sent them to the bottom.” Surely the reading of this paragraph would inspire a class that is working on Caesar’s famous bridge to keep “hammering” at it until they got those last stakes driven in, a little above the bridge, to lessen the risk from trunks of trees or boats that might be sent down stream by the enemy to destroy the bridge. (Bk. IV, 17).

When Crassus was blockading a town of the Sotiates in Aquitania, he found the inhabitants very skillful in the construction of subterranean mines. (Bk. III, 21). At the siege of Avaricum (Bourges), Caesar spent twenty five days in constructing an above ground gallery of dirt and logs. (Bk. VII, 24). When he had made it, according to the text, 330 feet wide and 80 feet high, and had extended it almost up to the town, at midnight he discovered that the enemy had undermined the structure and set fire to the logs. We doubt whether matters were any more exciting at Peremysl when the subterranean mines were fired by electricity than the Gauls made matters for Caesar in this midnight surprise, when they rushed out from two gates of the town, poured on pitch and hurled firebrands and dry wood and destroyed a work the construction of which had required twenty five days of unremitting toil, day and night, in the cold and rain and mud.

The statement that Caesar in eight years slew a million of the Gauls, which was one third of the entire population, and sold another million into slavery, has been read by the high school student with a feeling of horror at such barbarity, and a feeling of pride in the civilization of his own age. Alas for the feeling of pride! Last August the headlines gave the number slain and the number of prisoners taken, but such items are no longer fit matter for headlines. They have become minor details, unsubstantiated rumors, or are entirely omitted. A recent report said the Russian losses in the Carpathians had been one half million. Caesar’s largest army, one of fifty thousand legionaries and a force of fifteen or twenty thousand contingents, has sunk to a mere handful in comparison with the German fighting force of seven million, and their opponents’ nine million.

A comparison of the names and places in the two wars is illuminating. Caesar's battle with Ariovistus (Bk. I, 49-52) is supposed to have been fought in Alsace, a few miles from Mulhausen. In Caesar's first encounter with the Belgians he crossed the Aisne (Axona) and pitched camp on a hill so that the river protected one side of the camp, and the steep slope of the hill another. To prevent a flank movement on the part of the enemy, he dug transverse ditches for four hundred feet, at the sides of the camp, and stationed his artillery at the end of the ditches, just as the Germans and French have been doing. The place was in the vicinity of Craonne and Berry-au-Bac. The following description of the battle, taken from the Commentaries might just as well be a press dispatch via London, Paris, or Berlin, descriptive of the recent fighting that soaked the same ground with blood and choked the same river with dead bodies: "Our men attacked the enemy while they were in disorder in the river (the Aisne) and killed a great number of them. The enemy made a daring attempt to cross over the bodies of the slain, but were driven back by the volleys from our side". (Bk. II, 10).

In the autumn the papers reported the storming of Mauberge by the Germans. The longest sentence in the Commentaries describes the critical situation in which Caesar found himself during a battle with the Nervii on the Sabis (Sambre) river, near Mauberge. (Bk. II, 25). The American war correspondent, Mr. Will Irwin, in his famous report of the battle of Ypres, a report which the British papers say is unsurpassed in merit and interest by any message from any correspondent during the war, makes a reference to this battle between Caesar and the Nervii. In describing Sir John French and the critical situation in which the British were, Mr. Irwin says: "A day's march from Ypres is the ford where two thousand years ago, Caesar had his close call from the Nervii. That was the battle where Caesar, snatching a shield from a soldier, himself plunged into the thick of things and acting as line-officer and general all at once, rallied the Roman army. Warfare has changed, but manhood and leadership remain the same". Then follows an account of how French jumped his into motor-car and rushed to the front, and was said to have risked his life twenty times that afternoon, strikingly like Caesar's description of himself.

It was in this neighborhood of Ypres that Caesar's progress was delayed by the hedges which the Nervii had made as a barri-

cade against inroads of hostile cavalry. (Bk. II, 17). On this passage, Miss Olivia Pound, in the Classical Weekly of January 16, gives these quotations from the newspapers of the last few months: "The Belgian cavalry repeatedly charged, but owing to the conformation of the country, which is intersected with hedges and hillocks, could attack only in small groups. The Germans again and again hurled themselves at the barricades, only to be shot by the deadly Belgian fire"; another quotation is from a letter taken from a German prisoner: "We made a mistake in attacking the enemy in such a strong position. The attack was made across ground full of hedges". Miss Pound gives two other interesting quotations from newspapers, illustrating the use of the word HOSTAGE, a word that the student has seldom met outside the Latin class-room: "Four hostages have been given daily to answer for the security of the German troops", a quotation taken from a message from Bourdeau, in September; the other is from a letter written by Mr. Will Irwin, who was with the German army in Belgium; "One thought of the days of Julius Caesar, when he read on the walls of every town that Bourgomeister So-and-So and Echevins This-and-That had been seized as hostages to answer with their lives for the good behavior of the populace".

From the battle of the Nervii Caesar marched to the northeast to a town of the Aduatuci. The Aduatuci were of Germanic origin, large of body and brave of heart. When Caesar saw that the town into which they had moved with all their possessions, was so situated that it could not be taken by storm, he began a siege. At first the Romans were ridiculed for their small stature, but when the extent of their preparations was seen, the town surrendered, or claimed to do so. Caesar, supposing the surrender to be genuine, took special precaution to see that the inhabitants suffered no violence at the hands of his soldiers, but when they broke faith, he meted out terrible vengeance. (Bk. II, 29-33). Whether we locate the town of the Aduatuci at Namur, according to Napoleon, or according to Goeler, between Namur and Liege, at Falhize, near Huy, a comparison with the siege of Namur and with the reasons given for the destruction of Louvain, is interesting. These places have only recently gotten on the map of the school boy's consciousness, and this new knowledge should be made use of in the Caesar lesson.

Provisions were scarce in Belgium in the winter of 54-53 B. C.,

and the Roman legions were scattered more widely than was usually done. One was sent to the Sambre, probably to Charleroi; one was stationed among the Remi, a tribe from which Rheims gets its name; one was at Samarobriva, a town which has changed its name to Amiens, from the Ambiani of earlier times; one was among the Treveri, who have given their name to Treves (Trier) a town which the French are talking of annexing after they win; the ill-starred Sabinus and Cotta were stationed at Aduatuca, the modern Tongres: Noviodunum of Bk. II, 12, has become Soissions, named from the Suessiones; Verdun is the modern name for Verodunum, an important town in the days of the Roman occupation of Gaul; the Parisii, against whom Labienus made an expedition in 52 B. C., (Bk. VII, 57), have given their name to the French capital.

This skit, of unknown authorship, though it may not be said to have a parallel in the Commentaries, serves to connect things ancient with things modern:

TIPPERARY

(As the translator would have interlined it, if Horace had written it.) "O thou Torquatus, the space to Tipperarium is (many) thousands of paces, a wide distance in the traveling. The space to Tipperarium is (many) thousands of paces toward the propinquity to the most sweet girl of whom knowledge is to me. Farewell, O (thou) Picadillium! Farewell, O rectangle of (the consul) Lestertius! The space to Tipperarium is (many) thousands of paces, yet, moreover, my heart at that location is present".

The list of comparisons grows, almost with each new report from the battlefield, and the Caesar teacher who fails to make use of these comparisons as a means of quickening interest in the study of Latin, and in the study of history, for Caesar's Commentaries are history, falls far short of his opportunity, and may expect to have the educational world pronounce him and his subject out of date.

T. JENNIE GREEN.

ILLUSTRATIVE MATERIAL

There is no better proof of the fact that Latin teachers are awake to the demands that are being made for the tangible in education, than a list of the illustrative material that has been issued in the last three or four years by Latin teachers for Latin teachers. The advertising columns of any classical periodical contain reference to material unheard of half a dozen years ago.

The purpose of this article is to answer questions that have been asked by teachers of the First District, and to give information regarding illustrative material that may be used to add interest and effectiveness to high school Latin.

REFERENCE BOOKS. Many teachers who have found themselves in schools which have no reference books for Latin, have given Latin plays and used the proceeds to purchase such books. An excellent list of reference books is given in the bulletin on accredited schools, issued by the University of Missouri. The bulletin gives the publishers and price list.

In addition to the above mentioned list, the teacher will find the following very helpful to himself professionally: Hecker's "The Teaching of Latin", published by the Schoenhof Book Co., Boston; Harrington's "Live Issues in Classical Study", by Ginn and Co., Chicago; Kelsey's "Latin and Greek in American Education", by the Macmillan Co., Chicago; Bennett and Bristol's "The Teaching of Latin and Greek in Secondary Schools", by Longmans, Green and Co., New York.

In this connection, I should like to call attention to a bulletin issued by the University of Colorado on "Latin and Greek in Education". The bulletin gives articles by representatives of eight departments on the value of classical studies, and may be obtained for five cents to cover postage, sent to the Registrar of the University, Boulder, Colorado. A forty page pamphlet for distribution among high school pupils has just been published by the Classical Association of the Atlantic States. Twelve copies for 50 cents. Address Chas. Knapp, Columbia, Un., N. Y. City.

The publishers of D'Ooge's and of Collar and Daniell's first year text, will send on request a valuable pamphlet for the teacher. Scott, Foresman and Co., will be glad to give the teacher of Latin copies of Mr. Johnston's articles on the teaching of Second Year Latin and of Vergil.

THE SABIN CHARTS. Miss Sabin, while a teacher of Latin

in the Oak Park High School, issued a manual of 125 pages giving directions for making five or six dozen charts to illustrate the relation of Latin to practical life. The charts are to be made by the students, and when completed, they make through the eye a strong appeal for Latin. No high school teacher of Latin should be without the manual. The title of the manual is "The Relation of Latin to Practical Life", and it may be obtained from Miss Frances E. Sabin, Madison, Wisconsin, 419 Sterling Place. Price \$1.55 postpaid.

PLAYS. Dramatization is in the air. The fondness for it has always been in human nature, but only recently have educators come to make use of the fondness. The church, some centuries ago, discovered the value of dramatization for religious instruction, but such means of instruction have long been left in the hands of the theatre, and the theatre has not been approved as a means of education, by either church or school. The pageants of the past year are an indication of the awakening dramatic interest of the times. We are dramatizing in all our teaching of literature, from "The Three Bears" and "Hiawatha", to "Hamlet", "Dido", and the Greek tragedies.

The simplest plays that have appeared in Latin are "Decem Fabulae", which may be obtained from Henry Frowde, New York, for 55 cents. The book belongs to the Rouse series, and if one does not wish to stage the plays, they can be used for supplementary reading. "Two Latin Plays", by Miss Paxson, published by Ginn and Co., contains "A Roman Wedding" and "A Roman School", price 45 cents. These two plays have been extensively used by high schools and have always been satisfactory. Professor Miller of the University of Chicago has issued in English "Two Dramatizations from Vergil". The plays are "Dido, the Phoenician Queen" and "The Fall of Troy". The book is published by the University of Chicago Press for \$1. Last year a high school senior in Pittsburg, Penn., wrote for his class-day program a play in English, based on the Aeneid. The play was so creditable a piece of work, and so successful when presented, that it has been published. The scene is in the lower world, where Aeneas meets Dido, and the play does much to soothe the anger that Vergil classes are likely to feel toward Aeneas for his desertion of Dido. The book is sold by the author, Grant H. Code, Pittsburg, Penn., for 55 cents.

Another simple but popular little play, partly in English and

partly in Latin, is "The School Boy's Dream". It contains only two characters, the boy who has gone to sleep over his Caesar lesson, and Caesar's ghost. It appeared in the Classical Journal of January 1912, and the Journal is published by the University of Chicago Press for 25 cents for a single copy.

"The Vestal Virgin Drill" is issued by the Eldridge Entertainment House, Franklin, Ohio, for 15 cents. It is a beautiful drill for nine or more girls and a sibyl.

"The Festival Book" by Jennette Lincoln, published by A. S. Barnes and Co., New York, for \$1.50, contains two Roman dances or processions, one of which is said to have been given before the emperor in 206 A. D. The Normal School at Kirksville gave one of the processions in the May Day festivities in 1913, and it was so satisfactory that it was repeated in the May Day pageant the next year.

LATIN CLUBS. Many high schools have Latin Clubs, and many others would find it greatly to their advantage to have them. Miss Paxson, of the Omaha High School, the author of "Two Latin Plays", and a pioneer in Latin Club work, has now in the hands of the publisher, Ginn and Co., a book containing thirty-six programs for such clubs. Complete references for the programs are also given, as well as a number of Latin songs, poems, etc. The appearance of the book is awaited with much interest by teachers of Latin in secondary schools. The Latin Game Co., of Appleton, Wisconsin, will send on request a circular describing five Latin games which they issue. The games are played somewhat as the old fashioned game of "authors", and cost 29 cents each. If you can get only a part of the series, I would recommend numbers 1, 2, 5.

SLIDES. George R. Swain, Lockport, Ill., issues a catalogue of about four hundred slides illustrative of Caesar. The Records of the Past Exploration Society, Washington, D. C., lists the following series of slides:

- I. A series for the first three years of Latin, 50 slides, \$17.50.
- II. Vergil's Aeneid, 40 slides, \$14.00.
- III. Ancient Rome, 50 slides, \$17.50.

Half tone prints of classical subjects may be bought for one cent each from the Bureau of University Travel, Boston, and from the Perry Picture Co., Malden, Mass. The Latin Department of the Normal School at Kirksville has prepared a series of slides on the first year's work and another on Caesar, for the use

of the high schools of the district. These slides, with printed explanation will be loaned to any high school that will pay transportation charges. It is the hope of the department to have some other sets ready for loan in September. Any inquiries should be addressed to Miss Green.

MAPS. The Kiepert maps are the best, and may be ordered through G. E. Stechert & Co., New York. They cost about \$7. Through the same firm, one may purchase much illustrative material, made in Germany, such as replicas of siege towers, Roman houses, vineae, tablets, stilus Roman books, spinning apparatus, catapults, and colored charts illustrative of many phases of ancient life. The Johnston Series of maps is very satisfactory, and may be ordered through dealers for somewhat less than the Kiepert.

MAGAZINES. Every teacher should take some magazine which is published in the interest of the subject which he teaches. For the teacher of secondary Latin, there is no better publication than the Classical Journal, a monthly publication from the University of Chicago Press. It is the official organ of the Classical Association of the Middle West and South, and the subscription price is \$2 per year, and the subscription carries with it membership in the Association. Another valuable paper is the Classical Weekly, from the Columbia University Press, price \$1. A very attractive magazine, filled with splendid cuts, and of interest to teachers of the Classics or of History, is Art and Archeology. It is a new magazine, scarcely a year old, and it proposes to popularize the subjects for which it stands, and to serve a purpose somewhat similar to that of the Geographical Magazine, though in a different field. The subscription price is \$2, and the money should be sent to the General Secretary Archeological Institute of America, Washington, D. C.

T. JENNIE GREEN.

LATIN IN THE GRADES

With the attention that the Direct Method is attracting, it is not strange that much is being said, and something being done about beginning the study of Latin before the ninth grade. Mr. Rouse's work has convinced a number of teachers that Latin can best be taught by the Direct Method, and all who are so convinced and many who are not, are agreed that the best time to begin the study of any foreign language, by whatever method, is before the ninth grade is reached. Some schools have gone so far as to introduce Latin in the fifth grade, in connection with the work in English grammar, with apparent success, and many have taught it in the seventh and eighth grades for a sufficiently long time to be able to speak with some authority on the success of the work.

Perhaps California has had as much experience in the work as any other state. As early as five years ago some of her larger city schools were reorganized and the seventh and eighth grades were cut off from the Grammar School, and united with the ninth grade to form the Lower or Intermediate High School. Latin was then introduced in the seventh grade, and the reports say that Caesar is read much more satisfactorily by those who began their preparation in this grade than by those who had the usual ninth grade preparation.

The change from the 8+4 system to the 6+3+3, or to the 7+5 means a readjustment of the curriculum and permits the introduction of foreign language work at an earlier period than was formerly feasible. A year ago a committee was appointed by the Classical Association of the Middle West and South to investigate and report on Latin in the grades. The chairman of the committee, Wilbert L. Carr, of the University of Chicago, a few weeks ago at Nashville reported the spread of the movement, particularly in the larger cities, and pointed out the advantages that may be gained for Latin if its supporters are prompt to enter the field that is being opened up by the change from the old 8+4 system of organization.

Some work in the eighth grade of our Practice School has convinced me of the feasibility of the introduction of Latin in this grade, and has shown me that the child of this age can bring to his use in learning a foreign language a sense that the average American youth a few years older seems to have lost, so far as using it in the mastery of Latin is concerned, namely the sense of hearing. During the last two quarters, in our Practice School,

we have given about twenty-five minutes per day to some oral work in Latin, based on Mr. Rouse's *Primus Annus*. The children have had no texts, have learned no declensions and conjugations, yet they are able to use forty verbs, of all conjugations, in the present tense, about eighty nouns of the first declension and an equal number of adjectives, in the nominative and accusative of both numbers, and about a dozen each of pronouns, prepositions, and adverbs. They have learned these words from action, from objects, and from use in sentences, not as words made up of certain letters and ending thus and so. In fact I have often been surprised that after they have learned to use a word correctly and easily in sentences, they misspell it with equal ease. The chief difference that I find between these children and those of the higher grades is just this difference in the use they make of the sense of hearing.

These children would have accomplished much more had the student teachers who had charge of them been more skillful in oral work, and had I, their supervisor, been more competent to guide them. I am convinced that children of the seventh and eighth grades can get with ease many fundamentals of the Latin language that are acquired later, with much greater effort, if at all.

I feel keenly that the greatest need for the successful teaching of Latin in the grades is a beginning book that makes more of oral work. Mr. Rouse's books are suggestive but they do not furnish enough material for the average grade or high school teacher. Mr. Nutting has a beginner's book that he calls a *Primer*, and Mr. Chickering has one on the *Direct Method*, but very few of the schools that offer Latin in the grades use any of these books. Very generally the old standard first year books are in use.

It is significant of the awakening interest in this matter that Columbia University this summer offers a course called "*Demonstration in the First Year Latin*", in which the *Direct Method* will be used.

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