

BULLETIN
OF THE
FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE, MISSOURI

Volume XV

Number 3

MARCH, 1915

Publisht Monthly

Modern Language Series

No. 1

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OF THE
FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE, MISSOURI

FOUNDED BY JOSEPH BALDWIN
AS THE NORTH MISSOURI NORMAL SCHOOL, SEPTEMBER 2, 1867
ADOPTED AS THE FIRST DISTRICT NORMAL SCHOOL, DECEMBER 29, 1870
UNDER ACT OF THE MISSOURI LEGISLATURE, APPROVED MARCH 19, 1870
OPENED AS THE FIRST DISTRICT NORMAL SCHOOL, JANUARY 1, 1871

VOLUME XV NUMBER 3

MARCH, 1915

Publisht Monthly by the
First District Normal School

Modern Language Series No. 1

Division of German

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Entered as second class mail matter at Kirksville, Missouri, under the
Act of Congress of July, 1894.

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MODERN LANGUAGE TEACHING

Not many years ago the teaching of a modern language was thought to be a very simple thing. Any one was supposed to be able to take a beginner's book and then follow the text. It was taken for granted that pupils would relish anything placed before them, in fact it was thought to be none of the pupil's business what he studied, and to be a little more educative if it were not so interesting. All texts were constructed after the pattern of the methods then employed in the ancient languages. It was maintained that Latin and Greek were in pedagogical form, as writers and speakers styled it, that is in a final perfect form which could not be improved upon, not realizing that when a method has done that for a subject it has fossilized the subject, taken all life out of it, and the method itself is ready to be embalmed and placed in a museum for antiquities to be preserved, that future generations may marvel at the minds capable of producing it.

As early as 1882 Wilhelm Viëtor, a German educator said in a lecture "Der moderne Sprachunterricht muss umkehren", modern language teaching must face about, that is the spoken language must be made the basis of language teaching. This principle found little acceptance in practice for a number of years after that. Finally a man put this new principle to a practical test. This was Dr. Max Walter in his "Musterschule" at Frankfurt on the Main. He achieved phenomenal success, and the school has become famous. Teachers from all parts of the world visited it to see the wonderful work done in the modern languages by means of the direct method or more accurately the direct principle of modern language teaching. From there it is gradually spreading to all parts of the world. In this country the response has been far too slow, but the principle is more and more gaining ground.

The German department of this school is doing its best to advance and adapt this practical principle to American conditions. The result is the continued increased interest in German in this school. In the summer of 1914 of the five hundred students eligible to take German one hundred were actually enrolled in

German classes, and that in spite of the fact that the study of German is absolutely optional with the student.

The old method appealed solely to the eye, while the new appeals to the ear as well—sounds and not symbols are made the basis of approach to the language to be acquired. The pupil must hear and speak the language before he sees it in print. Conversation takes the place of translation from the mother tongue into the foren tongue. This shifting of the emphasis has brought phonetics to the front. Phonetics is doing its great work of sound analysis and clarifying our conceptions of pronunciation. Instead of mere parrot work it makes imitativ pronunciation more constructiv and hence more educativ and accurate. This has revolutionized the whole teaching process, and is necessitating the re-writing of beginners textbooks. The subject matter is also changed, conversation is based on selections read, on topics of every day life and experiences, school activities of all kinds; home and community life are made to furnish material for conversation and for the mastery of the constructiv side of the language. Grammar is learned largely by induction and actual use in the class room. But nevertheless it is gotten as thoroely as by the revered translation method. At any rate the acquired grammar functions more accurately and naturally in actual speech, and the drudgery has been removed. Grammar simply furnishes the tools with which to master the language—and no one has mastered a language who cannot speak and write it—the old method studied the language for the sake of the grammar. The direct method forces the pupil to think in the foren tongue, the goal of all language teaching, a power left undeveloped by the old method by its very nature.

Obstacles and Handicaps

One of the greatest handicaps is the fact that our pupils come to us either with no training as to sound formation or with what is worse than none, come drilled in the so-called phonics, which are both unscientific and unpedagogical, and confusing to the student, since this training has deadened the little phonetic sense, which the student has ever possessed. Our children have no

adequate knowledge or conception of the meaning of long or short vowels or diphthongs. They do not realize that the so-called long vowels in English are really diphthongs. For example the following English words written phonetically: ate—eit, Kite—kait, go—gou. It is hard for them to see that there is absolutely no relation between the sound in “hate” and “hat”, “mete” and “met”, or in “site” or “sit”, or in “note” and “not”. They are so used to arbitrary and changeable values for symbols in English, that it is very difficult for them to conceive of such a thing as a symbol or combination of symbols standing unalterably for the same sound. Compare English a in ale, care, am, arm, all and final; English e in eve, end, fern, and novel; English i in ice and machine; English o in orb, old, odd, and do; English u in unite, rude, put, up and urn.

In reference to sound representation the situation is no better. Compare the sound phonetically represented by i; in English it is spelled ea in heat, ee in need, ei in receive, ie in believe, i in machine and o in women. Compare the diphthong phonetically represented by ou; it is spelled au in vaudeville, eau in beau, ew in sew, o in go, oa in boat, ough in thought, ow in snow. The same might be shown for other English sounds. Is it any wonder that students are at sea when they begin the study of a language more or less phonetic?

EDUCATION BY SIGHT ALONE

Another great obstacle is the fact that in all our education from the lowest to the highest the chief stress is laid on eye training. Or rather the eye is made the almost exclusive avenue thru which knowledge is gained. The children learn to spell by the way the word looks on paper, not the way it sounds. In their study of history, mathematics, geography, science, literature and almost all other subjects it is the eye which is exercised, while the ear plays a very subordinate part. Only music appeals to the ear, but that has effected comparatively few of our elementary schools. So the great majority of our students come to us incapacitated to gain knowledge readily by oral means. Hence learning to speak and understand a modern language appeals to an undeveloped

faculty, and the teacher must first reawaken it before the student can make any degree of progress.

AGE OF STUDENTS

The child learns two languages as readily as one. Hence childhood is the proper age to learn a modern language. It is then learned easily by imitation the same as the mother tongue. The child is not only not hindered by it, but is made stronger in other subjects as a result of his language study, because it appeals to a side of his nature usually neglected. It makes better listeners and more alert learners in other subjects. But our system of education is yet too incomplete and our leaders too narrow, short-sighted and often prejudiced for such a happy state of affairs. Consequently the pupils entering our classes are for the most part beyond the middle teens, for in most places they are not allowed to take up a foreign language until they reach the high school, and often not till the latter part of that course. Many have to postpone such study until they enter the college courses. The result is that our pupils come to us with vocal habits fixed, the ear neglected and with perverted or inadequate views of sound production and symbols. These are some of the outstanding obstacles in the way of the foreign language teacher. To counteract and overcome these handicaps in his pupils is the task of the teacher. It is a huge task but by no means insurmountable. However it requires an equipment not dreamed of fifteen or twenty years ago, and in some sections of the country is not yet fully appreciated.

Phonetics

It is just here that phonetics is the teacher's best help in time of trouble. What then is phonetics? It is the physiology and physics of speech production. The learner must know something as to how the voice is produced, of the form, location, structure and use of the vocal organs. He must learn the position and action of the various vocal organs in producing any particular speech element. A fine chart as an aid to imparting this knowledge is "The organs of speech" by Adolphe Zund-Burguet. This



FIGURE 1

we have found very helpful. It can be obtained thru G. E. Stechert & Co., New York City from N. G. Elwert, Marburg in Hessen Germany. With the help of this chart any teacher ought to be able to give a knowledge of the vocal organs, which will enable the pupils consciously to control the muscles brought into play in speaking. See cut 1. Thus the pupils practice intelligently and are helped to master more completely the sounds not found in their own tongue, as well as correct the crudities in their own pronunciation of their native language. As a further help lantern slides made from "Rausch's Lauttafeln" are very valuable. This is a series of twenty-six charts which show the relative position of the vocal organs in producing the sounds which make up the German, English and French languages. For each sound or group of related sounds they give four different views of the vocal organs in action. 1. A front view, showing the relative position of tongue, teeth and lips; 2. A side view of the same; 3. A cross section from front to back showing the lips, teeth,

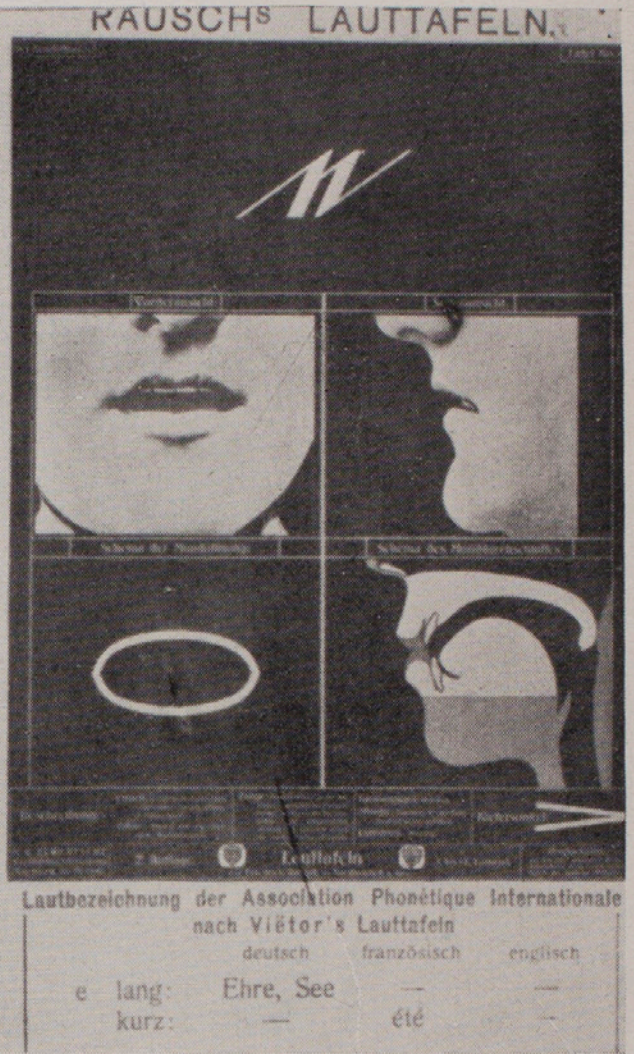


FIGURE 2

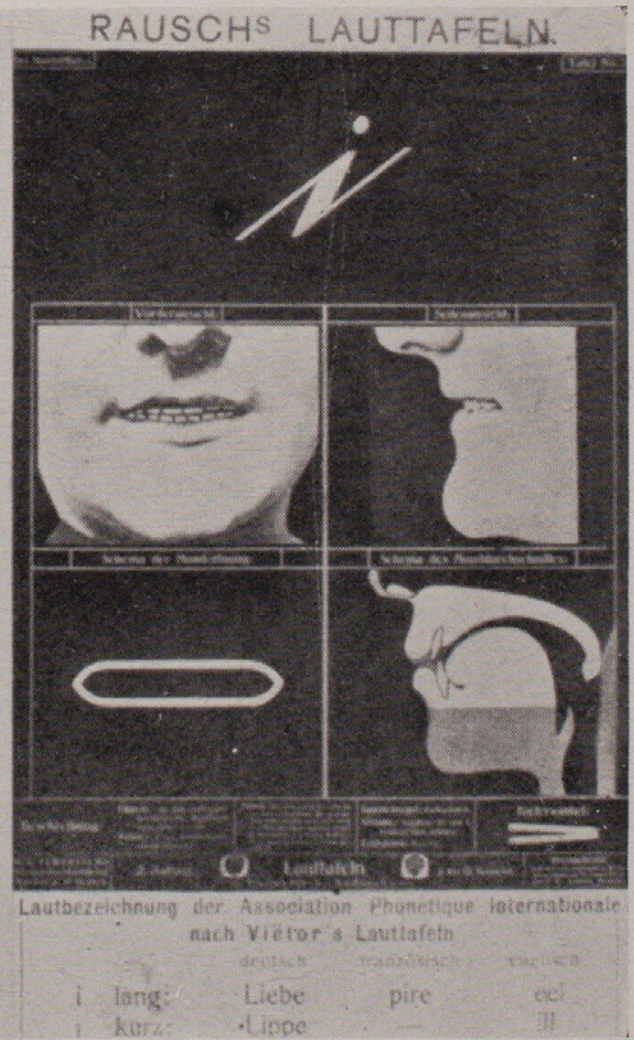


FIGURE 3

palate, tongue, nasal cavity, etc.; 4. An outline representation of the position of lips and teeth. At the top are the letter symbols of the sound or sounds in question, at the bottom are illustrative words in German, French and English. The number, size and cost make these charts hard to handle. But there is a post card edition, price fifty cents. (Also obtained from N. G. Elwert thru Stechert & Co.) This I took and made lantern-slides, with two charts on each slide. This reduces the number by half and they can be thrown on the screen at will. For example to show the relation of umlaut o to e see cut 2. For that of umlaut u to i see cut 3. For the relation of the voiced and voiceless stops see cut 4. The pupils see at a glance the difference, then pronounce with greater accuracy and self-confidence and consequently make more rapid progress. With persistence and drill the pupils can be led to overcome to a large extent the handicaps mentioned above.

Beginning German

In beginning with a class we take up the organs of speech, i. e., the physiology of the vocal organs. Then what may be called the physics of speech is studied. We examine sounds in reference to the speech organs involved, for example voiceless, voiced and genuinely nasal consonants. (cf. cuts 4 and 5.) We study the effect of opening or closing the mouth and nasal passages, the space between tongue and palate, protruding or rounding the lips, etc. There is involved the same principle as in the megaphone, the sounding board of the piano, the resonance box of the violin. Then attention is called to the effect of thinness or thickness, tenseness or looseness and length of a string. The same differences in the vocal bands and the modifying voice organs produce the differences of quality, pitch, resonance and roundness and flatness of the voices of different persons and different ages of the same person. The pupils are thus enabled to analyze the speech elements, such as high and low, rounded and unrounded, long and short vowels and diphthongs. The pupils learn to determine the location, manner of production and quality of consonants, such as stops, spirants, voiced and voiceless consonants, etc. In

RAUSCH'S LAUTTAFELN.

w A ɲ

Lautbezeichnung der Association Phonétique Internationale nach Viëtor's Lauttafeln

	deutsch	französisch	englisch
n	nasal: nein	punir	net
t	stimmlos: Tier	teigter	two
d	stimmhaft: dir	doux	do

RAUSCH'S LAUTTAFELN.

m p b

Lautbezeichnung der Association Phonétique Internationale nach Viëtor's Lauttafeln

	deutsch	französisch	englisch
m	nasal: mein	mon	met
p	stimmlos: Pein	après	April
b	stimmhaft: rauben	robe	baby

FIGURE 4

RAUSCH'S LAUTTAFELN.

f v p f v

Lautbezeichnung der Association Phonétique Internationale nach Viëtor's Lauttafeln

	deutsch	französisch	englisch
v	stimmhaft: Waren (süddeutsch)	avec	eleven
f	fahren	fer	fine

RAUSCH'S LAUTTAFELN.

w

Lautbezeichnung der Association Phonétique Internationale nach Viëtor's Lauttafeln

	deutsch	französisch	englisch
w	stimmhaft: Waren		

FIGURE 5

other words they become familiar with the keyboard of speech. We then analyze the consonants and vowels and diphthongs in English, and write English words in phonetic transcription. In this way they learn to think of sounds instead of symbols and lay the foundation for acquiring knowledge thru the ear with advantage. They are now ready for the phonetic symbols as given in Viëtor's chart "Deutsche Lauttafel". (Elwert & Co. Marburg, Germany. Price on paper \$0.50, on cloth with wood supports \$1.00). See cut 6. At this stage we have the class write German

Deutsche Lauttafel (System Viëtor)						
	Lippenlaute	Zahnlaute	Vorder- Gaumenlaute	Hinter- Gaumenlaute	Kehllaute	
Verschub	pb	td		kg	ʔ	Konsonanten
	m	n		ŋ		
Enge	f v	s z	ʃ ʒ	ç ʝ	x ɣ	Konsonanten
		r			R	
Öffnung	()		ky	(w)		Vokale
	()		i(y)	(u)		
	()		e(ø)	e(ø)		
	()		ɛ(è)	ə(ö)		
			aa			
	stimmlos		stimmhaft		nasal	

FIGURE 6

words from dictation, beginning with words spelled phonetically like Haus, Mann, das Wort, der Baum, laufen, etc, then we pass to words like Hund, Sache, Boot, sein, die, ihm, heute, sechs, in which signs of length or shortness of vowels and arbitrary groups of symbols are used. At this point a text is begun. We use Gronow's Jung Deutschland (Ginn & Co.). The pupils of the class read nothing, which has not first been read to the class while they have their books closed, so that they get their first impressions thru the ear. For the following day they are to read this aloud till they can read it with reasonable accuracy. German questions based on this lesson are then answered in German by the class. Endings and forms are carefully noted, so that in this way the grammar is gotten by induction. The forms thus discovered are used in conversation till they are acquired by the

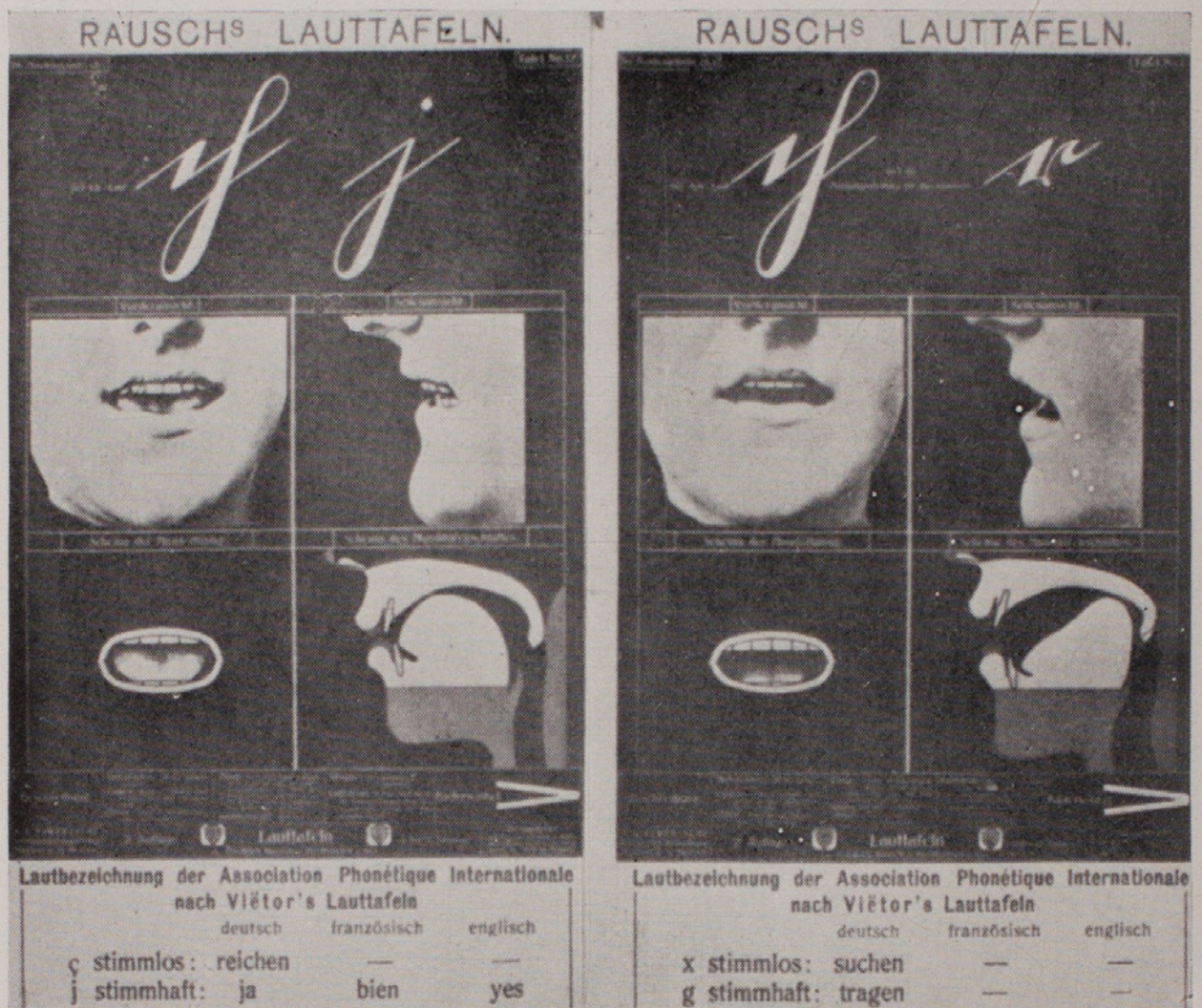


FIGURE 7

class. At times summaries are made and drills given to fix firmly the forms so far discovered. Thus they learn the language from its constructiv side. This appeals to the pupils, makes the reading more natural and increases the interest. Translation is reduced to a minimum, and direct expression in German is required instead. Later in the course easy classics are used as the basis of conversation and composition. Dictation plays an important part. The language of the classroom is made as far as possible the German. German songs are sung and things of interest in the student life are made use of to add spice and variety to the class work. Only the German names of the alphabet are permitted in the classroom. The following points must be watched thruout the course: The vowels must be given explosivly, i. e., be preceded by the "glottal klick". The consonants must be given strongly and distinctly. Ch must have special care. A good rule is to pronounce the vowel, hold the vocal organs in that position and force the breath out. See cut 7. This will give a natural

pronunciation. Likewise z and tz require vigilance. The tendency is to slight the t and give the voiced s. The t must be distinctly heard and followed by the voiceless s. Eternal vigilance is the price of success.

Composition

By this method the beginning of composition is laid in the early part of the course. It is the outgrowth of the daily conversation. From the most elementary to the most advanced courses the direct method lays stress on the constructive side of the language. We learn to do by doing under skillful direction. The direct method is revolutionizing the teaching of composition. The old book method of composition, which translated the native into the foreign language, according to recipes and prescriptions written above each composition lesson. "This lesson is based on pages such and such of such a text and illustrates such and such rules of syntax" must go forever, and a freer more spontaneous as well as more efficient method of composition teaching must take its place. Away with formal composition texts and teach the pupils to stand alone from the beginning. Written composition must be the outgrowth of conversation practiced daily from the beginning. Let them write free compositions directly in the foreign language and thus gradually lead them to think in the foreign idiom, the goal of all up to date language teaching, a thing defeated from the outset by the old homeopathic prescription method. This free composition makes greater demands on the teacher, for he must be able on the spur of the moment to solve difficulties, which the books of the old method solve for the teacher for all time. It reacts on the teacher himself, since it forces him to prepare himself for any emergency. He thus becomes more alert and inspires an increased interest in his pupils. This brings life and enthusiasm into the class and makes the class period a delight to both teacher and pupil. At the beginning of the second year we offer a course consisting entirely of conversation and composition. We use a series of the Holzel Pictures, including the four seasons, as material for this course. This gives a practical and serviceable vocabulary. We use no

guide, but use Von Jagemann's German Syntax as a reference text. The conversation gives the pupils the vocabulary for their papers written about these pictures. These papers are then corrected and returned with references to the syntax. This course prepares the pupils for free composition based on the reading selections, either character sketches or a free retelling of the story in their own words.

Advanced German Composition Course

At the beginning of the third year an advanced composition course is offered. This course is designed for: (1) students who have had two years or more of German; (2) mature students of German parentage, who know their forms and read German readily, but need to master German from its constructiv side; (3) advanced students and high school teachers of German, who desire more thoroly to master German syntax, style, idiom, choice of words, etc. It is a one quarter course. Von Jagemann's German Syntax is used for reference. No other text is used. At first easy German stories are read to the class. These are reproduced the following day by the students, are written on the blackboard and corrected in the class. Later letters are written, familiar, formal, and business letters. Then descriptions are given, such as a description of a room, a person, the school, the campus, a trip on the train, church services, city of Kirksville, chapel exercises, trip in the woods, moonlight walk, etc. Every school event of general interest is used in this way, such as a football game, baseball game, rural life conference, stock show, receptions and entertainments of various kinds. Arithmetic problems are solved and analyzed, cooking recipes are given. News items from the newspapers are made use of. Special days like the fourth of July, hallowe'en, thanksgiving day, Christmas furnish topics. Short biographies of German poets, and prominent men and women give us still more variety in the course. It consists entirely of free composition, and as will be seen by the topics the vocabulary is that of every day life. It gives the student accuracy and naturalness, and gives them confidence in themselves. In the latter part of the course students criticize each other's work, thus

developing critical accuracy. The interest never lags and the students are made strong for the more literary courses which follow. If however a text must be used then we would recommend Boezinger, Mundliche and schriftliche Ubungen, Henry Holt & Co.

Reading Courses

A matter of utmost importance is the selection of reading material. There is a wealth of material edited by the various book companies. Most of them also classify the texts for the guide of the teacher. Yet some caution should be used. Many mistakes have been made and are sometimes still made, especially by young teachers, who have obtained their training in the old way. Texts in the first two years should not be too difficult, so that they will lend themselves readily to conversation and composition. They should be from recent writers, so that the vocabulary may be modern. Short stories (Novellen) are better than dramas or poetry. Poems should be largely confined to the interpretation of German songs, which are then sung from time to time. I shall speak of that in another place. If dramas are used, they should be such as are recommended to be given as plays. The heavier dramas like Wilhelm Tell should be left for the fourth or fifth year or even later in the study of German literature. Even in our college classes we confine ourselves the first two years to reading short stories from Baumbach, Heyse, Hillern, Hauff, Gerstacker, Riehl, Storm, Wildenbruch, Zschokke and writers of that type; writers whose language is for the most part simple and compelling, depicting situations often very intense. Experience has brought us to this conviction and practice.

In the third year we usually take up a book of selected easy poems. We have used Heine's Poems (Ginn & Co.) and Collman's Easy German Poetry (Ginn & Co). Other good collections are Mueller, Deutsche Gedichte (Ginn & Co.), Dillard, Aus dem deutschen Dichterwald (American Book Co.). Larger collections of poems such as Von Klenze, Deutsche Gedichte (Henry Holt & Co.), Nollen, German Poems (Ginn & Co.), Nollen, Schiller's Poems (Holt & Co.), Rhodes, Schiller's Ballads and Lyrics (American Book Co.), Harris, Goethe's Poems (D. C. Heath &

Co.), Goebel, Goethe's Poems (Holt & Co.), Johnson, Schiller's Ballads and Hatfield, Lyrics and Ballads (Heath & Co.) should be left for more advanced courses.

Then we read longer novels from Freytag, Hauff, Keller, Storm, Sudermann and others. We have found Wagner's Parsival in unannotated edition very enjoyable, altho rather difficult. Very little translation is done, but we read these works in class and try to gain an appreciation of the text without translation. This we do by means of questions, answers and explanations in German. German papers are required thruout the reading courses. The effort is to get the pupil to think in the German as he reads it, hears it and speaks it.

After this course follow the more advanced literary courses in Schiller's and Goethe's Works, and in dramas of other writers such as Hebbel, Grillparzer, Kleist, etc.

The Teaching of German

This is a course in the underlying principles of language teaching. It is made as concrete as possible. The topics and matter empasized vary and are determined for each class by the particular needs of the members of the class. The following general outline is followed: 1. A brief study of the elements of phonetics, i. e., the physiology of the vocal organs and the physics and mechanics of speech. German and English sounds are analyzed and the international phonetic symbols for these languages are learned. This is to enable the prospectiv teacher to place the teaching of German on the basis of sound rather than of symbol, to appeal to the ear rather than to the eye alone and thus solv the problem of securing accurate pronunciation and an understanding for the spoken language. (*The phonetics part of the course will be given one day each week thruout the quarter. Students may enter this part of the course alone and receive one-fifth of the credit of the entire course. It will be of value to students of English, Latin and music and prepare them to take up any foren language more advantageously in the future.*) 2. The most important changes in the structure of the language in the light of historical development and similar changes in English.

3. A brief treatment of etymology, word formation and derivation.
4. A study of the trend of pedagogical thought in modern language teaching, with special reference to the reform movement.
5. The application of all this to concrete problems in the class room from the grades of the college. It is offered in the summer. Credit 2 1-2 hours.

Helps and Reference Books for Teachers

1. Vietor, Elemente der Phonetik des Deutschen, Englischen und Franzosischen. 6th edition, O. R. Reisland, Leipzig, 1914 \$2.00
2. Passy, Petite Phonetique comparee des Principales Langues Europeennes. B. G. Teuber, Leipzig, 191260
3. Hempl, German Orthography and Phonology, Part I. Ginn & Co. \$2.00
4. Vietor, Kleine Phonetik, O. R. Reisland, Leipzig60
5. Vietor, Lesebuch in Lautschrift, Parts I, II..... .75
6. Jones, D. Phonetic Transcription of English Prose, Oxford 190750
7. Siebs, Grundzuge der Buhnenaussprache. Ahn, Berlin... .60
8. Vietor and Rippmann, Elements of Phonetics. Dent, London75

MODERN LANGUAGE TEACHING

1. Stewart, Classroom German, D. C. Heath & Co.05
2. Allen, Hints on the Teaching of German, Ginn & Co.10
3. Bahlsen, The Teaching of Modern Languages, Ginn & Co.50
4. Walter, Aneignung des Wortschatzes. Elwert & Co. Marburg..... .25
5. Walter, Reform des neusprachlichen Unterrichts. Elwert & Co. Marburg25
6. Walter, Zur Methodik des neusprachlichen Unterrichts Elwert & Co..... .25
7. Franke, Praktische Sprachelehre. O. R. Reisland, Leipzig20

8. Monatshefte für deutsche Sprache und Pädagogik. A monthly periodical. Published by the National German-American Teacher's Seminary, Milwaukee, Wis. . . . \$1.50 per year. No teacher of German should be without this periodical.

Every teacher should own Duden's Orthographisches Wörterbuch der deutschen Sprache. Price \$.60. and Von Jagemann's German Syntax, Holt & Co.

All imported books and supplies can be gotten from G. E. Stechert and Co. 151-155 West 25th St., New York.

German in the Grades

As we have said before, childhood is the time when languages are most easily and naturally learned. Accordingly German has been offered by the Practice Department of this school. We have had work in German in the fourth, fifth, sixth, seventh, and eighth grades. We have two handicaps in our work. 1. We do not always have a sufficiently large number of well equipped students to handle the German classes. 2. The pupils do not pass thru the grades as uninterruptedly as in the public school. Consequently we receive each year quite a number in the upper grades from the grades where German is not taught. These must be provided for in some way, and that causes difficulties. But in spite of this we have had some very good work done along this line, besides enabling our students, who specialize in German, to get experience under direction before going out to teach German in high schools. And the excellent work done by some of our graduates, who have taught or are now teaching German in the high schools can often be traced to work done here under supervision.

FOURTH GRADE

In this grade the teacher begins by talking about things in the room, giving the names of objects and making short sentences about them. Color-names are readily remembered by the children. They soon learn to count. They learn to carry out commands like "Mache die Türe auf! Mache die Türe zu! Gehe

an das Fenster!, Stehe auf! Setze dich etc. "They are allowed to request each other in German to do things or ask questions which are likewise answered in German by the class. They soon learn shape and size as "rund, viereckig, lang, hoch, kurz, gross, klein, etc". Thus in a few days they acquire a working vocabulary, which they use not only in the class room, but one can also often overhear them on the playground displaying their knowledge of German with great enjoyment. The teachers review and rework this vocabulary from day to day with the pupils. They describe what they can see in the room, describe each other, and what they can see from the window. The teachers bring in articles of various kinds, like apples, toy barn with toy cattle, or anything which will lend itself to the work in hand. Pictures of various kinds are also helpful. When the weather is nice the teacher takes a stroll with the class, and they talk about what they come across, as trees, birds, grass, flowers, pond, creek, hill, valley, etc. The following day they talk about what they saw. In this way they are continually reviewing their vocabulary by making new sentences and talking about new things, adding new words, idioms and expressions to their store of knowledge. They soon learn to sing German songs. The teacher repeats the words to them and they repeat the same till they have memorized the stanza. Then they learn to sing it. When they know the melody they learn the next stanza in the same way and so on. They also use motion songs, which they act out as they sing. This makes the discipline very easy, since it employs the perpetual motion with which a healthy child is endowed. They also play games, such as packing a trunk to go on a trip. Each puts in what he or she wants to take along. Such a variety of exercises may be used, that the children do not weary of the class routine and are anxious to have the German period come and sorry to see it close. They do not know there is such a thing as grammar, but learn their idioms, verb forms etc. by usage. The pronunciation they get thru the ear and get it as accurately as the teacher, who instructs them. Thus they learn their German just as they learn their English.

FIFTH GRADE

In this grade the work is a continuation of that of the fourth grade. The children soon want to write. They are taught the

German names of the letters and write the words as they sound. They do this much more readily than do older persons. The teacher also begins to read very simple stories to the class. Then they talk about the story in the German. Soon they want to read themselves. They spell the words with the German names of the letters. Then they pronounce the word as it is spelled. Thus by reading aloud they can understand what they could not interpret simply by sight. In this way they can make use of the oral vocabulary previously acquired. They now not only sing their songs, but having memorized them, they also read them. Songs and motion songs are continued. They learn to tell time, give their ages and use numbers in German. The plan is to have a gradual and continuous expansion of language used thruout the course.

SIXTH GRADE

If the work in the preceding grades has been systematically and persistently carried thru, the reading, conversation, games and singing will be natural and not difficult for the class. The work can be extended and broadened from time to time. They can dramatize the stories they read. Dictation can also play a very important part.

SEVENTH AND EIGHTH GRADES

With this foundation the pupils can be introduced gradually to the grammar with use of some text like Walter-Krause's Beginners German. They can now study their English grammar at the same time and they will supplement each other. Songs and games adapted to the age of the pupils can also be continued. As in the earlier stages they should receive everything first thru the ear, which by this time will be very alert, if they have done the work in the preceding grades. Here as in the other classes the classroom language of the pupils and the teacher should be the German. Class directions and explanations should all be in German, using English only when absolutely necessary.

We cannot always carry out thru a series of years in our Practice School what has been outlined above, because the pupils do not stay thru the grades, but change from year to year. This sometimes upsets our best plans, since a large part of the class

have never had German before as those coming thru our school. Likewise we have not always enough efficient teachers to supply all the grades, consequently some grades have to go a quarter or so without the German, so that the continuity is broken. Had we a full assistant in the German department we could step in and carry on the class work as other critic teachers do and keep the work going. But we are struggling towards our ideal and are accomplishing some things worth while, but no more than any public school could do if German were introduced thus early.

A number of good books for the grades are published by the various book companies. One series is edited by H. H. Fick, Supervisor of German in the public schools of Cincinnati, Ohio. 1. Dies und Das. 2. Hin und Her, 3. Neu und Alt. They are published by the American Book Co. The same company publishes the Eclectic series. A series of five readers. They are very good.

Another series is by Martin Schmidhofer, Supervisor of German in the Chicago Public Schools. 1. Erstes Lesebuch. 2. Zweites Lesebuch. They are published by D. C. Heath & Co.

A very fine song book for the grades is Gottberg's Kinderlieder (Konrad Grethlein, Leipzig). It contains childrens songs for the Kindergarten and the home. The book contains music and piano accompaniment. Price 25 cents.

For motion songs Tonger's Spiellieder (Tonger, Cologne) is well adapted. It contains music and directions for using the various songs. Price 25 cents.

Franken, Was sollen wir spielen (Levy and Muller, Stuttgart) gives a very good collection of games, which can be used in classes or in clubs. Price 35 cents.

Another good book for German clubs is Forster's Unterhaltungen im Familienkreis, (Grethlein, Leipzig). Price 25 cents.

A very fine song book for teachers of German in the grades is Wette and Humperdinck, Deutsches Kinderliederbuch (F. A. Perthes, Gotha). Price \$1.00.

German Songs

From the Kindergarten to the college classes there is nothing more stimulating and helpful than songs. The singing helps fix and make more natural the pupils' pronunciation. It adds interest to the recitation by breaking the classroom routine. It familiarizes the pupil with the rich treasures of German popular songs and helps to produce a German atmosphere in the classroom. It produces enthusiasm and gives a practical turn to the language acquired; and the pupils feel the progress made as a result of their struggles. It gives them more confidence in themselves, and they work with more purpose to gain strength in the employment of the language. Musical programs can also be arranged at special times such as Christmas, etc.

A number of good song books are now on the market. We shall simply mention some of them by American companies.

Walter-Krause, German Songs, Price 50 cents. Charles Scribner's Sons, Chicago.

Scherer und Dircks, Deutsche Lieder. Price 25 cents. American Book Co.

Hohlfeld, Deutsches Liederbuch. Price 75 cents. D. C. Heath & Co.

Wall Pictures

Pictures are of very great value for conversation and composition work, since they furnish interesting material from everyday life of the country, whose language is being studied. They also give the teacher a fine opportunity to give the pupils an insight into the life of the foren people, and helps produce a German atmosphere in the classroom. Especially fine are such pictures as represent the seasons. For they portray the occupations and activities of every day life of young and old, and thus give a practical working vocabulary. There are numerous such series in actual use. Those which appeal to the writer most are the sets which follow.

I. Hoelzel, Wandbilder. 1. Fruhling, 2. Sommer, 3. Herbst. 4. Winter, 5. Bauernhof. 6. Wald. 7. Gebirge. 8. Grosstadt. All in color. Size 140:93 cm. Price on cloth \$1.40 each.

A guide to these pictures is Ed Jordan, Bilderbuch; eight pictures 29.9:19.5 cm. Price 50 cents.

II. Hirt, Anschauungsbilder. 1. Fruhling, 2. Sommer, 3. Herbst, 4. Winter, 5. Hochgebirge, 6. Wald, 7. Grosstadt, 8. Seehafen. In color. Size 138:108 cm. Price on cloth, \$2.00 each.

III. Kafemann, Neue Bilder fur den Anschauungsunterricht. 1. Fruhling, 2. Sommer, 3. Herbst, 4., Winter. In color. Size 150:101 cm. Price \$1.50 each. The chief advantage of this series lies in their size, distinctness and in the fact that not too many things are represented. They are a little more modern and hence truer to life as it is in Germany today.

A guide to this series is Renk, Fuhrer durch die Jahreszeiten der Kafemann'schen Anschauungsbilder. Bound 20 cents.

They can be obtained from G. E. Stechert & Co. 151-155 W. 25th St., New York.

German Plays

Inquiries often come to us from high schools for names of good plays simple enough to be given by high school classes. For the benefit of any such we shall give a list taken from the catalogs of the various book publishers. The time of the performance varies from twenty to thirty minutes.

Henry Holt & Co.

1. Benedix, Der Dritte. A comedy in one act. One man and three women. It contains plenty of good lively dialog. Price 20 cents.

2. Benedix, Der Prozess and Fulda's Unter vier Augen. Both in one volume. 35 cents. "Unter vier Augen" is a lively one act comedy. It tells the story of a young wife happily married, who has been systematically amusing herself by a constant round of social pleasures. Forced by accident to spend a single evening at home with only her husband for company, she learns the worth of domestic happiness. "Der Prozess" is a bright little comedy and tells of the amusing way in which two quarrelsome neighbors are brought to terms.

3. Moser, Der Schimmel. Price 25 cents. A lively one act comedy, well adapted for amateure presentation as well as for reading in class. Four men and two women.

4. Rosen, Ein Knopf, 25 cents. A popular one act comedy, calling for two men and two women characters, excellent for presentation by amateurs.

5. Wilhelmi, Einer muss heiraten and Benedix, Der Eigensinn. In one volume, 35 cents.

American Book Co.

Wilhelmi, Einer muss heiraten and Benedix, Der. Prozess. In one volume. 30 cents. "Einer muss heiraten" is an example of the humorous drama, replete with fun and sprightliness. Two men and two women.

D. C. Heath & Co.

1. Wichert, Als Verlobte empfehlen sich. A one act comedy. Four men and two women. 2. Benedix, Nein. A one act drama. 3. Benedix, Der Prozess. Price 25 cents each.

Ginn & Co.

Manley and Allen, Four German comedies. These thoroly modern comedies are of just the lively, colloquial sort to make an instant appeal. They comprise Rosen's Ein Knopf, Moser's Ein Amerikanisches Duell, Muller's Im Wartesalon erster Klasse and Pohl's Die Schulreiterin. In one volume. Price 45 cents.

This is a limited list but large enough for the purpose of the high schools.

Beginners Texts Using the Direct Method Wholly or in Part

Walter-Krause, Beginners' German. Charles Scribners Sons. \$1.00. This text adopts the direct method without compromise. The grammar however is in English.

Gronow, Jung Deutschland. Ginn and Co. \$0.90. Direct method thruout. Even the grammar is in simple German. The stories have been very happily chosen and are full of humor and life.

Bagster-Collins, First Book in German. MacMillan Co. This is a compromise book and contains considerable material for translation from English into German.

Manfred, Ein Praktischer Anfang. D. C. Heath and Co. A one year beginner's book presenting grammar in German according to the direct method. Nouns, adjectives, etc., are

taught by objects, verbs by action. It is however lacking in stories. It contains lessons for translation into English.

Gohdes and Buschek, Sprach-und Lesebuch. Henry Holt and Co. \$1.00. This book embodies the direct method and introduces each lesson with a number of sentences illustrating directly and concretely some grammatical point.

Spanhoofd, Elementarbuch der deutschen Sprache. D. C. Heath and Co. \$1.00. This is a compromise book. The chief emphasis is placed on the grammar, tho conversation is a regular feature. It contains exercises for translating into German.

Prokosch, German for Beginners. Henry Holt and Co. \$1.00. This is very conservatively direct in method. The chief stress is laid on the grammar.

Charles C. Scribner's Sons are getting out a series of easy classics especially edited according to the direct method. The best is Storm's Immensee, others are Storm's Pole Poppenspaler. Seidel's Leberecht Huhnchen. Others will follow.

Questionnaire

In order to find out something of the status of German in the high schools of this Normal School district, the writer sent a list of questions to forty-eight of these high schools. Of these schools in which German is taught only fifteen seem to have been interested enough to answer. These likely are the most aggressive teachers of German in the district and their replies may give us some idea of the work done in the best classrooms.

All of these high schools have a four year high school course. Thirteen have two years of German and two offer three. Four begin German in the freshman year, one in eighth grade or freshmen year, two begin in the sophomore year, six in the junior year, and one in any year. Fourteen report that pupils are free to choose German and one that they are encouraged. This last reports that the demand for German is decreasing, while thirteen say that it is increasing and one says neither. Everywhere German is considered on a par with other subjects.

Of the teachers four speak German natively and eleven do not. Three have pursued less than three years of German; two less

than four years; three four years; two five years; and two six years. One reports ten hours, another eighteen and another twenty-seven hours of German. Nine are graduates of the Kirksville Normal School, five of the University of Missouri and one of Vassar. Five studied their German at the Kirksville Normal School, three at this school and the University of Missouri, two at this school and the University of Wisconsin, four at the University of Missouri and one at Vassar.

In addition to German one teacher teaches algebra, history and English; one history and physics; four English; two history and Latin; one English and Latin; one Latin and music; one Teacher Training Course; two English and history; one Latin; and one gives all her time to German.

Their specialties are as follows: two science, four English one German and Latin, one English and German, three German, and one history.

For beginners texts five use Spanhoofd, Elementarbuch, five use Walter-Krause, Beginners' German, two use Becker-Rhodes, two use Vos, Essentials of German and one uses Prokosch, German for Beginners. The old type of beginners text seems to have disappeared from these schools.

In reference to method thirteen use the direct method, two use it partially. In composition nine use only free compositions, four use texts with translation, and two use both methods. The great majority are then on the basis of the direct method. Whether the same can be said of those who did not reply we do not know. But it appears that German is undoubtedly being taught at least as well as the other subjects in the high schools. And that accounts for the increased demand for the study.

The schools of one place in the district however deserve special mention, since the fact is illustrated that if given an even chance German needs no special boosting to hold its place in a school. This place is Kirksville. Thru the progressiv ideas of Superintendent Chas. Banks for a number of years pupils in the eighth grade may elect between German, Latin and general science. In consequence of the excellent work of the teachers who use the direct method the demand for German has been rapidly increasing. At the beginning of September there were so many wanting Ger-

man that the teacher could not handle all. By various means as many as possible were eliminated, and yet in reply to the questionnaire the following figures were given: eighth grade 44, first year high school 49, second year 42, and third year 12 pupils in German. The same will happen in any school if the teacher is wide awake and is given an equal chance with others.

