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STATE OF IOWA
1931

Courses of Study for
High Schools

LATIN

Issued by the Department of Public Instruction
AGNES SAMUELSON, *Superintendent*

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Published by
THE STATE OF IOWA
Des Moines

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STATE OF IOWA

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FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study representing the best in educational theory, practice, and research, and organized in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have even been attempted. It has had the coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees and to all who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929.

IOWA HIGH SCHOOL COURSE OF STUDY COMMISSION

Executive Committee

Thomas J. Kirby, Professor of Education, State University of Iowa, Iowa City,
Executive Chairman

A. J. Burton, Principal, East High School, Des Moines

H. M. Gage, President, Coe College, Cedar Rapids

M. S. Hallman, Principal, Washington Senior High School, Cedar Rapids

O. R. Latham, President, Iowa State Teachers College, Cedar Falls

E. E. Menefee*, Superintendent, Public Schools, Hawarden

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F. H. Chandler*, Superintendent, Public Schools, Sheldon

FOREIGN LANGUAGES

French

Helen M. Eddy, Head of Languages, University High School, Iowa City, Chair-
man

Max L. Baseman, Instructor in French and Spanish, Coe College, Cedar Rapids

Esther Jacobs, Dean of Junior College, Burlington

* Superintendent Chandler was appointed in 1929 to fill the vacancy created by the resignation of Superintendent Menefee.

** Resigned

Carrie B. Longfellow, Instructor in French, Sheldon Junior College, Sheldon

Latin

Mark E. Hutchinson, Professor of Latin, Cornell College, Mount Vernon, Chairman

Marie Schermund, Teacher of Latin, Washington Senior High School, Cedar Rapids

Nellie E. Wilson, Teacher of Latin, North High School, Des Moines

AGNES SAMUELSON
Superintendent of Public Instruction

GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objectives, teacher procedures, pupil activities, and evidences of mastery.

Objectives—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

Pupil Activities—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principle that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

Teacher Procedures—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

Evidences of Mastery—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of dates *to be known*, formulae *to be able to use*, types of problems *to be able to solve*, quality of composition *to produce*, organization of materials *to be made*, floor talks *to be able to give*, papers *to be able to write*.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constitute the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,
Chairman of the Executive Committee

COURSE OF STUDY FOR LATIN

INTRODUCTION

This course of study has been written for the high schools of Iowa and not other states where conditions are much different so far as the study of Latin is concerned. Latin is the most widely studied foreign language in the high schools in the North Central states, but in 89 per cent of these schools it is taught for only two years or less.¹ Therefore, in our opinion a course of study in Latin, to be at all usable in Iowa, should be constructed mainly with the interest of the two-year pupils in mind. In a study made by the Department of Public Instruction of Iowa in September, 1929, of sixty-eight consolidated and approved high schools, it is stated that there are only sixteen Cicero and seventeen Vergil classes in these schools.² It is furthermore pointed out in this study that over half of the schools which offer Vergil and Cicero do so in alternate years.

This vast majority of Latin pupils who carry the subject in high school for two years or less should expect some tangible results from their study. They should not be taught as if they were being prepared to major in Latin in college. We have therefore in this syllabus given especial attention to this 89 per cent, nor could we do otherwise. We believe, however, that the course outlined for the third and fourth years will adequately prepare pupils for further pursuit of Latin in any college or university in the country.

Current opinion considers the following as the chief aims of the high school Latin course.

- I. Increasing ability to read and understand Latin which is dependent upon knowledge of
 1. Vocabulary
 2. Forms
 3. Syntax
 4. Word-formation
 5. Technique of Latin comprehension
- II. Increasing ability in the correct use of the English language as shown by a knowledge of
 1. Meaning and use of Latin derivative words
 2. Spelling of Latin derivatives
 3. Correct usage-forms and syntax
 4. A fuller understanding and enjoyment of English literature
 5. An elementary understanding of the general principles of language structure
- III. An increased knowledge of the history, life, and customs of ancient Rome, with some realization of the modern world's debt to Rome

¹ See *Enrollment in the Foreign Languages in Secondary Schools and Colleges in the United States* by C. A. Wheeler and others, Macmillan, 1928, pp. 253 and 353. These data are for the spring of 1925 but it is not believed that conditions have materially changed since that time.

² These data can be obtained from the office of the Department of Public Instruction at Des Moines

The Classical Investigation has given us some evidence that the study of Latin does not help in increased knowledge of English unless that objective is kept definitely in mind.³ The knowledge of Latin derivatives is best attained by meeting the original Latin words in *connected* Latin. Several experiments show that a Latin vocabulary is better learned in context than from word lists.⁴ The argument is not for a course of study in etymology but for a course whose primary objective is the comprehension of connected Latin with emphasis at all times upon the value of Latin for English.

Nothing has been said in this syllabus about junior high school Latin as it is not widely given in Iowa. When given it should be in the nature of an exploratory course. A fundamental policy in this matter is well expressed by the following paragraph taken from the New York State Syllabus: "To issue a definite syllabus for such a course at this time seems inadvisable since an exploratory or introductory course should not be hampered by too much restriction. The inclusion of a reasonable amount of actual work in Latin is presupposed. The test of a course of this introductory nature should be its intrinsic value, its interest and usefulness as an explanatory medium, its ability to articulate with the later junior and senior high school work and its validity as a prognostic medium for pupil guidance in the later study of Latin."⁵ Teachers interested in junior high school Latin should read *Latin in Junior High School* which is published by the Service Bureau for Classical Teachers, New York University, as Bulletin XIII.

Attention is called to the appendices of this course of study. Appendix A contains a brief bibliography of books and magazines useful to the teacher of Latin. In Appendix B is set forth a plan for combining the fifth, sixth, seventh, and eighth semester pupils in the reading of Cicero and Ovid one year and Vergil the next. This procedure is not recommended but it may sometimes be necessary for reasons of economy.

MARK E. HUTCHINSON
MARIE SCHERMUND
NELLIE E. WILSON

³ *The Classical Investigation* (Part I): General Report, Princeton University Press (1924), pp. 43 ff (Reprints of this report can be obtained from The Classical League, New York University)

⁴ See Grinstead, W. J., "A One Year Latin Course," *Educational Review* XLIII, 147-158; Perkins, A. S., "The Dorchester Experiment in Vocational Latin," *The Classical Journal* X, 7-16

⁵ *Tentative Syllabus in Ancient Languages* (1928 revision), Albany, The University of the State of New York Press, page 14

FIRST SEMESTER

I. VOCABULARY

Unit Objective

Acquisition of a vocabulary of about 250 Latin words¹

Specific Objectives

1. Ability to recognize the meaning of the Latin words in connected Latin reading
2. Ability to pronounce the Latin words correctly

Teacher Procedures

A. Developing pronunciation

The Roman method of pronunciation is to be used and the teacher should read the Latin aloud and let the pupils imitate her. A reasonable amount of accuracy in making the Latin sounds must be demanded but perfection can not be expected. Even the "doctors disagree" on some of the sounds. If practicable, the use of phonographic records is recommended. After the pupils have had considerable practice in pronouncing easy Latin, they should be referred to their books for the sounds of the vowels, consonants, and diphthongs and for the rules for syllabification and accent. The pupils must know what makes a syllable long (*i.e.*, a long vowel or diphthong or a vowel followed by two consonants) and it should be impressed upon their minds that there are no silent letters (except h) in Latin and that both of the consonants in a double consonant are pronounced. Not only single words, but also phrases and sentences must be pronounced by the pupils

B. Presenting the meaning of new Latin words

1. During the first few days it will be advisable to give the pupils the meaning of a few Latin words (preferably of objects they can see in the classroom) which they should use in simple Latin sentences, both orally in questions and answers and on the blackboard. The Latin names of these concrete objects should be connected directly with the objects rather than with their English equivalents

¹ These words should be chosen from the list of first year Latin words in (a) *College Entrance Examination Board Latin Word List*. College Entrance Examination Board, 431 W. 117th St., New York; (b) New York State Syllabus in Ancient Languages (1928 revision), The University of the State of New York Press, Albany. These words (College Entrance Board List) are conveniently arranged by years in Hurlbut and Allen's *A Latin Vocabulary for First and Second Years*, American Book Co. (1928). See also Bogart, E. E., *Latin Vocabulary for the First Two Years*, Allyn and Bacon (1918)

In the choice of words to be studied considerable regard should be paid to the frequency of their derivatives in English commonly read. The following books and articles will be found helpful in choosing Latin words on the basis of their usefulness for English. (a) Lindsay, E. Y., *An Etymological Study of the Ten Thousand Words in Thorndike's Teachers' Word Book*, Indiana University Studies No. 65, Bloomington, Indiana; (b) Gray, M. D., *Pupil's Companion to the Study of High School Latin*, Part II, Board of Education, Rochester, N. Y., pp. 10-35; (c) *A List of Most Important Latin Words for Derivative Study*, under "Hints for Teachers" in *Classical Journal* XXIV, 153-155 (Nov., 1928)

2. From the very first day easy connected Latin should be placed before the pupils and they *should meet their vocabulary in context*. The pupils should be *warned against looking up the words in the vocabularies unless absolutely necessary*. The teacher must point out to pupils that they can discover the meaning of most of the new words "through intelligent use of the context with the assistance of such light as is often thrown upon their meaning by related Latin words and by English derivatives." (Classical Report)
3. Discussion of the composition of Latin words and some knowledge of Latin word formation is a very valuable asset towards the acquisition of Latin vocabulary

C. Preparing drill in vocabulary

1. Vocabulary drills from Latin into English are valuable in enabling the pupils to hold in mind words already met in context and in recognizing their meaning immediately. These drills should be made as varied as possible. Some suggested devices are: flash cards; spell downs; small groups with a leader; written drills; time tests; oral Latin; relay race; "beast, bird, fish" (naming part of speech, etc.); baseball game; answer roll call with Latin words or names; informal objective tests
2. Before the end of the semester not only the meaning of these 250 words but also the nominative, genitive, and gender of the nouns, the principal parts of the verbs, the cases with prepositions, etc., should be learned; the devices given above in 1 will aid in accomplishing this result
3. The dictation of single Latin words and simple sentences is useful for fixing the words in the minds of the pupils. The long vowels in the *last two syllables* should be marked. This exercise is primarily useful for writing Latin and should be used sparingly
4. Oral Latin (conversation and dramatization) should frequently be used. This will aid not only in pronunciation but also in fixing the meaning of Latin words. The ear should be used as well as the eye
5. Some writing of simple Latin sentences in class *before the eyes of the teacher* will help in the recall of the meaning of Latin words

D. Developing a reading vocabulary

1. The acquisition of a Latin vocabulary is one of the most important elements which make up the ability to read and comprehend Latin. In fact, it is the *most important* element according to results shown by the testing program of the Classical Investigation.¹ These Latin words, however, should be met first in the connected reading. We have several experiments showing that a Latin vocabulary is better learned in context than from word lists.² No one acquires an English vocabulary by reading the dictionary, so why do it in Latin? It will probably be necessary for the pupil to acquire a small stock of words from his teacher for the first two or three days, but he should immediately start to read simple Latin and

¹ See Brueckner, L. J., "The Status of Certain Basic Latin Skills", *Journal of Educational Research* IX, 400-401

² See Grinstead, W. J., "A One Year Latin Course," *Educational Review* LXIII, 147-158; Perkins, A. S., "The Dorchester Experiment in Vocational Latin," *Classical Journal* X, 7-16

acquire his vocabulary through the actual reading of the Latin. He will need, however, to "fix" the words he has learned by constant reviews

- It is highly desirable that informal objective tests be given from time to time by the teacher. The manuals of many of the recent first year texts give specimens of informal tests. The teacher, however, can easily construct such tests herself, and they are invaluable in measuring the progress of her pupils.³ Below are given several types of informal vocabulary tests

Type 1. Draw a line under the English word giving the correct meaning of each of the following Latin words. Do not underline more than one English word in each case.

Example, aqua wet pure water ocean just

Type 2. Place in the parentheses before each Latin word the number of the meaning of that Latin word as found in the second column.

Example, () Latin word 1. English word
 () Latin word 2. English word
 etc. etc.

Type 3. Draw a line under the Latin word giving the correct meaning of each of the English words. Do not underline more than one Latin word for each English word.

Example, do capio ago facio gero do

Type 4. Place in the parentheses before each English word the number of the Latin meaning of that English word as found in the second column. (The opposite of type 2) There are several progress books or work books available for first year Latin which could be used to advantage in measuring the progress of the pupils in acquiring a vocabulary.⁴ It will be advisable for the pupils to keep a record of their progress in acquiring a vocabulary

- Put before the pupil some new connected Latin reading which contains words he has previously learned. The ease with which these words are recognized at sight in the context will tell the teacher to what an extent the pupil has acquired a working knowledge of his vocabulary. This must be done in class with no previous preparation
- Dictate to the pupils some easy connected Latin and require them to write the Latin, marking the long vowels in the last two syllables. Use only words with which they are familiar. This exercise will not test for the

³ For suggestions along this line see:

Ruch, G. M., *The Improvement of the Written Examination*, Scott Foresman
 Ruch, G. M., *The Objective or New Type Examination*, Scott Foresman
 Paterson, D. G., *Preparation of the New Type Examination*, World Book Co.
Classical Journal, December, 1928, under "Hints for Teachers" where can be found some good objective tests on vocabulary
 Ruch, G. M., and Rice, G. A., *Specimen Objective Examinations*, Scott Foresman, 1930

⁴ Davis, E. L., *Davis Latin Hurdles*, Follett, Chicago
 McTammany, F. L., *Latin Speed Tests*, F. L. McTammany, Troy, N. Y.
 Messenger, W. J., *My Progress Book in Latin* Nos. I and II, Looseleaf Education Co., Columbus, Ohio
 Hutchinson, M. E., *Work Book in First Year Latin* (in preparation)
 Ullman and Smalley, *Progress Tests in Latin*, Macmillan
 Bacon, F. Niles, *Diagnostic Tests in Latin*, Ginn
 Flanagan, M. A., *Work Book in First Year Latin*, M. A. Thesis, State University of Iowa, 1929
 Potter and Knight, *Latin Basic Drill Units*, Rand McNally

meaning of the words, but for pronunciation and ability to recognize familiar Latin words, when spoken. Speed as well as accuracy should be tested

Pupil Activities

A. Pronunciation

1. Pupils will imitate the teacher's pronunciation of the Latin words
2. When they have had considerable practice in pronunciation by imitation of the teacher they will learn from their textbook the sounds of the vowels, consonants, and diphthongs, and the rules for accent and syllabification
3. In pronouncing Latin words, they will pronounce every letter except h. Avoid slurring any letters as in English and be sure to pronounce *both* consonants in a double consonant
4. They will correct each other's mistakes in the pronunciation and accent of Latin words but avoid being overcritical, especially at first

B. Acquiring the meaning of new Latin words

1. They will discover the meaning of the Latin words which they meet in their connected Latin reading
 - a. From the context (the meaning of the rest of the sentence)
 - b. From English derivatives and from certain Latin words which have been adopted into the English language (such as *via*, *versus*, *et cetera*)
 - c. From related Latin words
 - d. From analysis of Latin compound words (for example, *recipio* from *re* and *capio*)
2. They will form the habit of looking for Latin words and derivatives in their English reading
3. They will associate classroom objects with Latin words (for example *mensa*, *creta*, *sella*) and use them in simple oral sentences
4. *Pupils will use dictionaries only as a last resort*

C. Practice on vocabulary

1. They will write Latin words and simple Latin sentences from dictation
2. They will use oral Latin and questions and answers in simple Latin
3. They will analyze Latin compound words. This will help them greatly in remembering the words permanently
4. They will translate short English sentences into Latin for the purpose of fixing the vocabulary in the mind by using it. In writing Latin mark all long vowels in the last and next to the last syllables, *i.e.*, mark vowels which affect the word accent or indicate differences in meaning or inflectional forms (for example, *regīna*, *rosa*, *rosā*)
5. They will review the Latin words from time to time. Mastery of vocabulary is most essential to success in the comprehension of Latin. Ninety per cent efficiency on the word list for the semester is not too high an aim
6. They will constantly meet these Latin words in connected Latin until their recognition should become automatic

Evidences of Mastery

There are several good standardized Latin vocabulary tests,¹ which should be given at the end of the semester. The teacher, however, before deciding from the results of a standard test that her class is very far below or above the semester standard should be sure that the norms for the test represent a large enough sampling and one that is representative of all kinds of schools (rural, urban, private, and public). The good test will have some statement in regard to the norms in the manual of directions or elsewhere. In addition, the teacher should know something of the actual intellectual ability of her class from mental tests or otherwise. Some classes are unusually bright and should far surpass their semester norms. Other duller classes should not be expected to surpass the norm or even equal it

1. Ability to recognize at least ninety per cent of the words in informal objective tests on vocabulary such as outlined under "Teacher Procedures"
2. Ability to recall instantly ninety per cent of the Latin words in writing Latin *in class* from simple English sentences
3. Ability to complete exercises such as
 est pulchra
 Ad vir venit
4. Ability to immediately recognize in new connected Latin reading words previously learned
5. Ability to write from dictation easy connected Latin with a fair degree of accuracy and speed
6. Ability to comprehend new Latin containing words familiar to the pupil. This tests comprehension mainly, but if the pupil does not have a functional knowledge of vocabulary, he will not be able to comprehend the Latin

II. MASTERY OF FORMS**Unit Objective**

Thorough mastery of inflected forms which are necessary to comprehend the Latin read during the semester

Specific Objectives

Ability to use the following forms and their meaning

1. Nouns of the first and second declensions
2. Adjectives of the first and second declensions
3. Adverbs formed from adjectives of the first and second declensions
4. Pronouns—quis, ego, tu, is
5. Verbs
 Indicative of sum
 Indicative active and passive of the first and second conjugations, omitting future perfect

¹ Henmon, V. A. C., *Latin Vocabulary Tests*, World Book Co.
 White, D. S., *White Latin Test*, World Book Co.
Harvard Tests in Latin—Latin Vocabulary, Ginn
 Stevenson, P. R., *Latin Vocabulary Test*, Public School Publishing Co., Bloomington, Illinois

Imperative active second singular and plural of all conjugations
 Infinitive present active and passive of the first and second conjugations
 Infinitive present of sum
 Principal parts of selected verbs

Teacher Procedures

A. Explanation of inflection

The teacher should show the pupil that both Latin and English have declensions, conjugations, and comparison of adjective and adverb, and should explain inflections by a comparison of Latin with English through

1. Cognate forms (accusative singular of pronouns in masculine, etc.)
2. Latin forms used in English (alumnus, minimum, etc.)
3. English derivatives (agriculture, etc.) See page 232, *Classical Report*

B. Presenting new inflections

1. The forms should first be presented to the pupils in connected reading and not in paradigms
2. The pupils should be encouraged to form their own paradigms as they meet the inflectional endings in their Latin reading
3. The forms must be introduced to the pupils gradually, for example, the nominative and accusative cases and one tense of the verb
4. The pupils must not be permitted to think of the forms as "creatures apart" but must always associate the forms with their meanings
5. It should be strongly emphasized that in Latin the endings are all important rather than as in English the order
6. The pupils should be trained to think of all the possibilities of a given form with the grammatical ideas associated with it

C. Preparation of drill on inflections

1. After the forms have been learned, they must be met again and again in connected reading so that their recognition becomes automatic
2. Conversation Latin is valuable for drill in forms and as an interest device

For example Quid est? Mensa est.
 Cuius mensa est? Feminae mensa est.
 Cui vir mensam dat? Vir feminae mensam dat.
 etc.

3. The writing of simple Latin sentences is valuable as drill in fixing the forms in mind
4. Considerable drill on forms is necessary. These drills should be varied in order to keep alive the interest of the pupils. Below are some suggested means of drill
 flash cards
 form frieze around the board for individual pupils
 completion sentences
 time tests
 completion tests
 multiple answer tests

writing synopses and declensions to mastery level
 use of colored chalk to show formation of words
 charts or outlines comparing the different declensions

relay race

baseball game

Latin games played like Authors, (Latin Game Company, Appleton, Wisconsin)

In the above drills nouns should be identified by case and number, not translation of isolated forms; verbs by tense and translation

5. In drilling upon paradigms the teacher should train the pupil to build up the forms; as base plus case endings, or stem plus tense sign plus personal endings. Colored chalk will help with this
6. Attention should be called to the similarity of inflectional endings in the various conjugations and declensions (for example, the accusative endings, am-um) and also the similar forms which are different in meaning (for example, bona and dona)
7. Learning an adjective with a noun will often help in remembering the gender
8. Verbs may be simplified by explaining that there is only one conjugation active and only one conjugation passive, regular and irregular, for all forms built on the perfect and participial stems. Synopses should stress the third personal singular and plural, the forms most frequently met in reading
9. The pupils must be drilled in the *meaning* of the verb forms. Many pupils can glibly conjugate a verb from memory but are often hazy as to the meaning of the various forms
10. An attempt should be made to discover the forms which are hard for the pupils and especial drill should be devoted to these forms. Mere frequency of occurrence of forms in the Latin read does not insure the pupils, finding them easy.¹ The teacher ought to make a list of "inflectional demons," *i.e.*, forms difficult for pupils to recognize
11. Questions on inflections should be asked before the pupil begins to translate or comprehend the meaning of a Latin passage. He should not be exposed to a barrage of questions on forms while he is attempting to translate or comprehend the passage

D. Developing a knowledge of forms for comprehension of Latin

1. From the very outset the pupils should be informed that a knowledge of forms is indispensable for the comprehension of the Latin read. Every effort should be made to secure a thorough mastery of the inflectional forms assigned to the semester. However, it should be made clear to the pupils that they will not be asked to memorize forms *for their own sake*. Paradigms should be used to assist in the memorizing and recalling of inflections and not as an end in themselves
2. It is highly desirable that informal objective tests on forms be given from time to time by the teacher. The manuals of many recent first-year texts

¹ Hutchinson, Mark E. "The Correlation between the Difficulty of Latin Constructions and their Frequency in High School Latin," *Classical Journal* XXIV (1929) 412-420

give specimens of informal tests and they are invaluable in measuring the progress of the pupils. The teacher can easily construct such tests herself.² Below are given several types of informal objective tests on forms

Type 1. Place a check mark in the proper column to indicate case and on the proper line to indicate number after each of the forms below. Notice how *militem*, the first word, is checked in order to indicate that it is accusative, singular. If a form could be in several cases, be sure to check all possibilities.

		Nom.	Gen.	Dat.	Acc.	Abl.
militem	Sing.				✓	
	Plural					
aquam						

etc.

Type 2. Fill in the blanks with the correct ending

pecunia mult.....
 pecuniam..... mult.....
 etc.

Type 3. In the proper columns give the conjugation, tense, person, number, and translation of the following verb forms

	Conj.	Tense	Person	Number	Translation
amabas (love)					

etc.

See footnote 4 under Teacher Procedures, Unit I, for bibliography of available progress books in first year Latin. Let the pupil keep his own record of progress in acquiring a knowledge of inflectional forms

- Put before the pupil some new connected Latin reading which contains forms he has already learned. The case with which these forms are recognized *at sight* in the context will tell the teacher to what an extent the pupil has acquired a working knowledge of his forms
- Read to the pupil some new Latin and see if he can understand it. This tests comprehension mainly, but if the pupil does not have a functional knowledge of forms, he will not be able to translate the Latin or understand it

Pupil Activities

A. Meaning of inflection

Pupils should understand what is meant by inflection. It is a change in the form or ending of a word to show a change in its meaning or relation to

² For suggestions along this line see footnote 3 p. 15.

the rest of the sentence. Examples of this in English are he, his, him, carry, carries, carried, etc. Varieties of inflections are

- declension (of nouns, pronouns, Latin adjectives)
- comparison (of adjectives, adverbs)
- conjugation (of verbs)

B. Acquiring new inflections

1. The pupils will *first* meet the forms in connected reading and not in the paradigms
2. The pupils will try to figure out "what form it is and what idea it expresses"
 - a. From the context (the meaning of the rest of the sentence)
 - b. From comparison with inflections already learned; for example, the similarities of inflectional endings in the various conjugations and declensions should be noted and forms likely to be confused should be differentiated (*dono, bona*)
 - c. From comparisons with English cognate, borrowed, or derived forms (if any exist); for example, some of the Latin inflectional forms are preserved in English (*him, whom, them*); Anglicized Latin words (*alumnus, alumni*) present familiar Latin endings. The past participles especially of first conjugation verbs, furnish English derivatives which tell to what conjugation the verbs belong (*vocation, session, etc.*).
The paradigm is to be used only as a last resort
3. So far as possible, the pupils should make their own paradigms rather than take them "ready made" from their book or teacher, *i.e.*, they should meet the various case and personal endings, etc. in their Latin reading and organize them into paradigms later for purposes of review
4. The pupils should be sure that the form and the meaning of the form are not divorced in their minds. They should be especially careful to always associate the meaning of the verb form with the form. This procedure will always clarify their knowledge of English verb forms
5. The pupils must not learn the conjugations by mere painful memory but build the forms out of stems, tense signs, and personal endings

C. Practice on inflections

1. The pupils will attack only one or two forms at a time, for example, the nominative and accusative
2. The pupils will need to master the inflections in order to understand a Latin sentence, as Latin is largely a study of endings. It will assist them in memorizing the paradigms if they will
 - a. Note carefully the composition of the forms
 - 1) base and case endings of nouns, pronouns, and adjectives
 - 2) stem, tense sign, and personal endings of verbs
 - b. Note carefully the forms already familiar
 - c. Compare with English forms
3. The pupils should remember that the important thing is for them to be able to recognize readily any form in context. Paradigms are merely to assist them in memorizing and recalling. They should associate the in-

flexional form with its use in the sentence rather than with its place in the paradigm

4. The pupils will meet the forms frequently in connected Latin after they have been learned. Forms should be reviewed in context
5. In meeting a known form in the connected Latin reading the pupils note its various possibilities (for example, genitive or dative singular or nominative plural of first declension) and will attempt to recall all the grammatical ideas associated with it
6. The pupils will find oral Latin valuable for drilling in forms, especially vocative, imperative and personal endings.
7. The pupils will write simple Latin sentences for drill in fixing the forms in mind
8. The pupils will attempt to recognize the forms instantly. Various forms of drill, such as speed tests and flash cards, are valuable for this purpose. Pupils should also practice synopses and cross-declensions
9. The pupils must always remember that the forms are *tools* necessary for the comprehension of the Latin. Their mark should be put at 100-per cent mastery of forms

Evidences of Mastery

1. There are several good standardized Latin form tests which should be given at the end of the semester.¹ See remarks about the correct use of standard tests given under Evidences of Mastery for Unit I (vocabulary)
2. Ability to recognize 100 per cent of the forms in informal objective tests on inflections such as outlined under Teacher Procedures
3. Ability to recall 100 per cent of the inflectional forms in writing Latin *in class* from simple English sentences
4. Ability to complete exercises such as
Vir ad oppid..... venit.
5. Ability to immediately recognize in new connected Latin reading, forms previously learned
6. Ability to understand simple new Latin when it is read to them. This new Latin must contain only forms previously studied
7. Ability to comprehend new Latin containing forms familiar to the pupil. This tests comprehension mainly, but if the pupil does not have a functional knowledge of forms, he will not be able to comprehend the Latin

III. PRINCIPLES OF SYNTAX

Unit Objective

Mastery of the syntactical principles which are necessary to comprehend the Latin read during the semester

¹ Harvard Tests in Latin Morphology, Ginn
Lohr-Latshaw Latin Form Test, Bureau of Educational Research, School of Education, University of North Carolina, Chapel Hill, North Carolina
Tyler-Pressy Test in Latin Verb Forms, Public School Publishing Co., Bloomington, Illinois

Specific Objectives

1. Understanding of agreement
 - a. Verb with subject
 - b. Adjective with noun
 - c. Appositive with noun or pronoun
2. Ability to use case forms
 - a. Nominative—subject, predicate
 - b. Genitive—possession, other adnominal uses but without distinction
 - c. Dative—indirect object
 - d. Accusative—direct object, in prepositional phrases but without classification
 - e. Vocative—direct address
 - f. Ablative—means, in prepositional phrases but without classification

Teacher Procedures

- A. Explanation of syntax

The teacher should show the pupils by English sentences that the two problems involved in the study of syntax are

 1. The grammatical idea
 2. The method of expressing the idea
- B. Presenting new syntactical principles
 1. New constructions should be introduced to the pupils in connected Latin reading, one or two at a time
 2. Every effort should be made to train the pupils to understand the grammatical idea first and the way it is expressed in Latin next. Some suggested ways of bringing this about are
 - a. Examination of the context to see what the word or words tell about the rest of the sentence
 - b. Constant use of English. See W. L. Carr's little pamphlet *The Teaching of Elementary Latin* (Heath) for comparison of the way English and Latin express certain grammatical ideas
 - c. Repeated meeting of the same grammatical idea in connected reading with observations as to the way it is expressed
 - d. Pupil's knowledge of other foreign languages and the methods of expressing the same grammatical idea in these languages
 3. The pupils should be encouraged to *formulate their own rules* after they have met the constructions in their reading, understand the grammatical ideas and have seen how they are expressed in Latin. The learning of the formal rules of syntax, if done at all, should be for the purpose of drill and review towards the close of the semester
- C. Fixing syntactical principles¹
 1. The two chief methods of fixing the principles of syntax should be
 - a. Use of written Latin based on the text read

¹ Teachers should read in the *Classical Report* what is said under the caption "Fixing Syntactical Principles," pp. 222-226

- b. Use of oral Latin based on the text read, to be used particularly in the early stages of the work (questions and answers should be used with changes in person, number, tense, case, etc.)
2. The written exercises should generally be done in class under the eyes of the teacher. All the forms, syntax and vocabulary, must have been included in the Latin already read. Before the actual writing of the Latin takes place the pupils should be expected to
 - a. Analyze each thought-group of the English sentence
 - b. Discuss and understand the syntactical principles
 - c. Practice oral translation of the sentences illustrating the principle under discussion (advisable but not absolutely necessary)
3. Comparison of Latin with English is valuable for purposes of drill. There are many grammatical principles common to both languages. The most important principles common to Latin and English syntax are:²
 - a. The subject of a verb is in the nominative case
 - b. The predicate noun or pronoun is in the nominative case
 - c. The object of a verb is in the objective (accusative) case
 - d. The subject of an infinitive is in the objective (accusative) case
 - e. An appositive modifier is in the same case as the word it modifies
 - f. A pronoun agrees with its antecedent in number
 - g. The case of a relative pronoun is determined by its use
 - h. Singular subjects joined by *or* take a singular verb
 - i. The verb agrees in person and number with its subject
 - j. The tense of the infinitive used in any construction is determined by its relation to the time expressed by the principal verb
 - k. An adjective agrees in number with the noun it modifies
 - l. The comparative degree of adjectives or adverbs is used when two ideas are compared, the superlative with three or more
4. The study of Latin syntax should be used as an aid in correcting common grammatical errors of your pupils in English. The English and Latin departments can work together on this project, using the same grammatical nomenclature. The use of a standard test in English grammar will aid in determining what errors in English need correcting
5. Drill devices similar to those listed under inflections should be used. Variety in drill is always desirable
6. There should be special drill on the constructions which prove hardest for the pupils. The use of informal or standard tests on Latin syntax will aid the teacher in discovering the difficult constructions. A list of "syntax demons" should be compiled. Mere frequency of occurrence of constructions in the Latin read does not insure the pupil's finding them easy³
7. Questions about syntax should be asked by the teacher *before* rather than after reading the Latin, *i.e.*, the questions are to be used for clearing up difficulties rather than for cross-questioning on classification of constructions

² For Principles Common to English and Latin see Professor T. J. Kirby's list in University of Iowa Extension Bulletin, No. 112, pp. 23-24; Texas Dept. of Education Bulletin No. 227, pp. 15-16

³ See Hutchinson, Mark E., "The Correlation between the Difficulty of Latin Constructions and their Frequency in High School Latin," *Classical Journal* XXIV (1929) 412-420

8. The pupils should be encouraged to ask sensible questions about syntactical difficulties which they have met in their Latin reading
9. It is important that the pupils meet repeatedly the various constructions in their reading in order that they may instantly recognize them in context
10. The pupils should be trained to consider the various possibilities of usage of forms they meet in their reading and be urged to keep open minds until they have satisfied themselves that they have hit upon the right usage. This habit will help them become "problem solvers"
11. A classification of the rules of syntax formulated during the semester might be used towards the end of the semester for purposes of drill and review

D. Developing a knowledge of syntax for comprehension of Latin

A functional knowledge of the constructions set for this and the preceding semesters is indispensable for the comprehension of the Latin read. However, it should be made clear to the pupils that the ability to understand and recognize a construction in connected Latin reading is demanded rather than the mere learning of a formal syntactical principle

1. It is highly desirable that informal objective tests on syntax be given from time to time by the teacher. The manuals of many of the recent first-year texts give specimens of informal tests and they are invaluable in measuring the progress of the pupils. The teacher can easily construct such tests herself.⁴ Below are given several types of informal objective tests on syntax

Type 1. Place in the parentheses before each of the English sentences the letter a, b, c, or d, of the correct Latin translation. Only one translation is correct in each case

- () The boy carries water
- a. Puer aqua portant
 - b. Puer aqua portat
 - c. Puer aquam portat
 - d. Puerum aqua portat

Type 2. Place in the parentheses before each of the English sentences the letter a, b, c, or d, of the Latin word or words correctly translating the English word or words

- () The good consul gave *the soldiers* money
- a. militēs
 - b. militum
 - c. militibus
 - d. militēs

Type 3. Each of the English sentences below has an italicized word or words. In the first column tell what case would be used to translate this

⁴ See *Classical Journal*, March 1929, under "Hints for Teachers," where there are some good objective tests on syntax. See also footnote 2 under Teacher Procedure for Unit 1, Vocabulary

word or words into Latin. In the second column name the construction and in the third column tell what preposition, if any, should be used

	Case	Construction	Prep
The girl remained <i>in the room</i>			

2. Put before the pupil some new connected Latin reading which contains syntax he has already learned. The ease with which this syntax is recognized *at sight* in the context will tell the teacher to what extent the pupil has acquired a working knowledge of syntax
3. Read to the pupil some new Latin and see if he can understand it. This tests comprehension mainly, but if the pupil does not have a functional knowledge of syntax, he will not be able to translate the Latin or understand it

Pupil Activities

A. Meaning of syntax

The pupils should understand what is meant by syntax. The syntax of a word in a sentence is what it tells about the rest of the sentence. Thus, in the sentence, I eat *bread*, *bread* tells what I eat and is the direct object of the verb. In English we depend upon the order to tell us how a word is used but in Latin we must depend on the inflection or endings. The pupils must then thoroughly understand what the word or words tell about the rest of the sentence and how this idea is expressed in Latin, if they wish to comprehend Latin

B. Acquiring new syntactical principles

1. The pupils will first meet new constructions in connected Latin reading where they must thoroughly understand the construction in order to comprehend the Latin. They will encounter only one or two constructions at a time
2. The pupils will try to figure out any particular grammatical idea and the method of expressing it from
 - a. The context, *i.e.*, what does the word or words tell about the rest of the sentence. The pupils must be sure that they understand the grammatical idea and then they will be prepared to learn the way in which it is expressed.
 - b. Observation of the method of expressing this idea in several Latin sentences
 - c. Comparison of the similarities and differences in expressing a certain idea in English and Latin
 - d. Comparison of the similarities and differences in expressing a certain

idea in Latin, and other foreign languages (if the pupils have studied them)

3. After they thoroughly understand the grammatical idea and the way it is expressed in Latin, the pupils should formulate their own grammatical rule, if they can. They should use the syntactical rules in their textbooks only for the purpose of review and drill and not for acquiring an understanding of the constructions

C. Fixing syntactical principles—drill

After the pupils thoroughly understand a grammatical principle and how it is expressed in Latin, they will need to fix it in their minds. They can be helped to do this by

1. Constant comparison with English and other languages where the same construction is used
2. Use of easy oral Latin
3. Writing of easy sentences from English into Latin
4. Constant meeting of the construction in connected Latin reading
5. Drill in the identification of various constructions towards the close of the semester
6. Watching for the constructions which seem particularly hard and concentrating on them

The pupils must demand from themselves the mastery of the constructions set for the semester. By mastery is meant the ability to thoroughly understand them and recognize them in connected Latin reading. They can not comprehend the Latin to be read without this mastery. The pupils should remember the important thing for them is the ability to understand and readily recognize a construction, not just learn a formal rule

Evidences of Mastery

1. There are several good standardized tests in Latin syntax which should be given at the end of the semester.¹ See remarks about correct use of standard tests given under Evidences of Mastery for Unit I (Vocabulary)
2. Ability to recognize 100 per cent of the construction in informal objective tests on syntax such as outlined under Teacher Procedures
3. Ability to write *in class* simple Latin sentences illustrating the constructions studied. This ability is not absolutely necessary, however, for the comprehension of Latin and need not be insisted upon
4. Ability to complete exercises such as
Vir in oppid..... est.
5. Ability to immediately recognize in new connected Latin reading syntax previously learned
6. Ability to understand simple new Latin when it is read to the pupils. This Latin must contain only constructions which have previously been studied

¹ Godsey, Edith, *Diagnostic Latin Composition Test*, World Book Co. Harvard Tests in Latin—Latin Syntax, Gian Hutchinson, Mark E., *Latin Grammar Scales*, Public School Publishing Co. Pressey, Luella C., *Pressey Test in Latin Syntax (Nouns, Pronouns, and Adjectives)* Public School Publishing Co.

7. Ability to comprehend new Latin containing syntax familiar to the pupil. This tests comprehension mainly, but if the pupil does not have a functional knowledge of syntax, he will not be able to comprehend the Latin

IV. READING EASY LATIN

Unit Objective

Ability to comprehend easy connected Latin, both oral and written, which contains vocabulary, inflections, and constructions set for the semester and some additional words not occurring often enough for memorization. Not less than fifteen pages of easy connected Latin should be read either from the first-year book studied or supplementary readers¹

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English, both oral and written, when expressing the thought

Teacher Procedures

A. Explanation

The teacher should remember that comprehension and translation are two entirely different processes and that good translation is not the only proof of comprehension. Questions and answers on the passages read may show understanding of the thought content

B. Teaching the comprehension of new Latin¹

The teacher will find some very valuable quotations on methods of teaching the comprehension of Latin in Appendix B of the *Classical Investigation* pp. 288-302

The teacher should not make a fetish of any method. Her task is to lead the pupils to understand and read Latin. As one of the chief modern proponents of the Latin word order method says, "The adoption of the Latin word order method does not, however, commit teachers to an undeviating use of it under all conditions, under pain of exposing themselves to the charge of inconsistency. We are not advocating the use of a method for the sake

¹ For courses of Latin reading material see:

- a. *Classical Investigation*, Part I, pp. 144-156
 - b. "The Teaching of Latin," *Bulletin* No. 227, State Department of Education, Austin Texas p. 80
 - c. Breene, Mary, "Reading Content for the First Two Years, etc.," *Latin Notes Supplement* No. XI, Service Bureau for Classical Teachers
 - d. "A List of Latin Readers Roughly Classified for Use," Item 353, Service Bureau for Classical Teachers
 - e. *Latin Notes*, p. 4, May, 1928, published by the Service Bureau for Classical Teachers
- All of the more recent first-year Latin books have an abundance of easy Latin reading. E. P. Dutton and Co., 681 Fifth Avenue, New York, have recently published four small supplementary readers at 60 cents each. They are
- Book I. Simple Stories Told in Classical Latin by Atkinson, G. T.
 - Book II. Simple Passages from Latin Authors by Turberville, G.
 - Book III. The Story of Rome from Latin Authors by Maxon, T. A.
 - Book IV. Latin Unseen by Macnutt, D. S.

¹ For valuable suggestions on methods of teaching the comprehension of Latin see Carr, W. L., "Reading Latin as Latin—Some Difficulties and Some Devices," *Classical Journal* XXVI (November, 1930) pp. 127-140

of the method, but as a tool for penetrating the thought of a Latin sentence. . . . There can be no such thing as absolute consistency of method in the teaching of Latin or any other subject. Adaptation of method to the immediate situation is one of the most constant demands made upon all teachers." Mason D. Gray, *The Teaching of Latin*, Appleton, pp. 61 and 62

In teaching comprehension of new Latin the teacher should be sure that

1. The pupils first read the sentence orally or hear it read by the teacher with emphasis upon getting the thought in the Latin order rather than on pronunciation. From the very first the teacher should train the pupils to take in the thought of the sentence in the Latin word order
 2. The pupils get the habit of breaking up the sentences into thought units. In the oral reading this grouping of the words belonging together should be insisted upon
 3. There is plenty of sight reading every day which will be of two kinds
 - a. An analytical group-by-group reading of the sentence
 - b. Rapid reading for content only
 4. Questions on form and syntax are asked for the purpose of clearing up possible difficulties, not as a test for ability in classifying known constructions and forms. These questions should be asked before the reading of the Latin, not after
 5. The pupils are encouraged to use the same methods in preparing their home work as are used for sight work in class. Otherwise the sight work is not fulfilling its real purpose
 6. There is some reading of the Latin orally to the pupil so that he may learn to comprehend the Latin through the ear. There should be some use of questions and answers in easy oral Latin
 7. Difficult sentences are reread several times and as a last resort translated literally in the Latin order or paraphrased
 8. The content is used in determining the meaning of the passage when there may be doubt
 9. The pupils understand the value of an "open mind" in getting at the meaning of a Latin sentence, and that they reserve their final judgment until they have read it through in Latin (perhaps several times), attempting to recognize the words, inflectional endings and syntactical principles as they meet them
 10. The pupil is making use of the means suggested above (See Units I, II, and III) in acquiring new words, forms, and constructions. These constitute the framework without which there can be no comprehension of the Latin read
 11. The pupils attempt to diagnose their own difficulties and a general discussion of these problems takes place. If the pupil can be helped to put his finger on some real hindrance to his comprehension of the Latin, these discussions will be worth while
- C. Teaching the translation of Latin into English
1. It should be impressed upon the pupil's mind that translation is a process which should follow, not precede the comprehension of the Latin. It should be used for two purposes

- a. To test the pupil's comprehension of Latin
 - b. To train the pupil in English expression
2. The teacher should give the pupils training in the technique of translation in class before assigning independent translation for study periods or home work. In this training the following points should be stressed
 - a. Good idiomatic English must be used at all times. Painfully literal "Latin English" must be avoided. The pupil should be brought to realize that the English and the Latin way of saying things are often "poles apart"
 - b. Translation should be by "thought groups" not words
 - c. Variety in translation of words should be sought. The root meaning of the words should be known and then its translation fitted to the context. The translation of Latin words by English derivatives is not generally desirable
 3. There should be daily practice in sight translation. During this sight translation the teacher will have opportunity to stress the points in 2
 4. A very high standard of English should be demanded in the review translation. It should be insisted that the translations be reasonably fluent. The pupils should not be interrupted even if they are making mistakes. They should understand that a halting translation of familiar passages will not be tolerated. They will soon gain confidence if this type of translation is always insisted upon
 5. The teacher should make a list of the types of errors in translation frequently made by the pupils and call their attention to them until they are remedied
- D. Developing the pupil's skill in comprehension of Latin

The pupil must have drill in comprehension of Latin. He must become independent of the teacher, so far as possible. Following are ways in which comprehension can be brought about

1. Much and frequent reading of Latin by sight
2. Oral reading by the teacher or other pupils of both familiar and unfamiliar Latin. The pupils will thus through the ear gain familiarity with the structure of Latin sentences
3. Paraphrasing of Latin passages by the pupils, *i.e.*, the giving of the meaning without translation
4. Answering questions on the thought of a passage
5. Rapid silent reading of familiar passages. Towards the end of the semester there should be some rapid silent reading of easy unfamiliar passages. This should be by sentences at first and then by paragraphs. The teacher should remember "that reading Latin is primarily an exercise in thought-getting" not parsing
6. It is highly desirable that informal objective tests on comprehension be given from time to time by the teacher. The manuals of many of the recent first-year texts give specimens of informal tests and they are invaluable in measuring the progress of the pupils. The teacher can easily construct such tests herself. (See footnote 1 under Teacher Pro-

cedures for Unit I) Below are given several types of informal objective tests on comprehension

Type 1. Following are some Latin sentences including both true and false statements. If a statement is true, draw a circle around T. If it is false, draw circle around F

- | | | |
|-----------------------------|---|---|
| 1. Viae semper sunt latae. | T | F |
| 2. America est tērra magna. | T | F |

Type 2. Read carefully the following paragraph in Latin. When you have read the paragraph and understand its meaning, answer the questions below it in English. You may read the paragraph as many times as you wish

Latin Paragraph

1. Question
2. Question

Type 3. Same as Type 2 except the questions are asked in Latin

Type 4. Read carefully the following paragraph. When you have read the paragraph and understand its meaning, read the English statements below it. These statements, some of which are true and some false, are in regard to the content of the Latin paragraph. If a statement is true, draw a circle around T. If it is false, draw a circle around F. You may reread the Latin paragraph as many times as you wish

[Latin Paragraph]

- | | | |
|----------------|---|---|
| 1. [Statement] | T | F |
| 2. [Statement] | T | F |

See footnote 4 under Teacher Procedures for Unit I for bibliography of available progress books in first-year Latin

E. Developing the pupil's skill in translation of Latin into English

Good translation of Latin into English is a skill or art which must be developed by practice

The following means of developing this art are suggested. It is taken for granted that the meaning of the Latin has been comprehended

1. Written translations of certain selected passages should be demanded from time to time. The highest possible perfection of accuracy in giving the meaning of the Latin and in expression in English should be expected in the pupils' written translations of a selected passage
2. The preparation of a translation before coming to class should often be required. It should be a familiar passage and the attention of the pupils should be directed towards putting the meaning in the best possible English. In this case they should not write the translation
3. The pupils should check their carefully prepared translations for errors and a general discussion as to the technique of good translation should take place
4. Sight translation is valuable for drill in translation

Pupil Activities

A. Introduction

The pupils' chief aim in studying Latin is to understand the meaning of the Latin read. This is called comprehension and has nothing necessarily to do with translation. When they comprehend a Latin sentence they take in the thought of a Latin sentence in the Latin word order. On the other hand, when they translate a Latin sentence, they express the thought in good idiomatic English. The pupils will use both comprehension and translation in their study of Latin sentences and stories

B. Comprehending new Latin

In attempting to comprehend the meaning of the Latin story the pupils should

1. Read the Latin aloud in order to *get the thought in the Latin order*. They will remember, however, that this is not primarily a drill in pronunciation but rather an effort to understand the meaning of the Latin
2. Note carefully the endings of the inflected words and group together in their oral reading words that belong together, as adjectives with their nouns, prepositional phrases, etc. They should not attempt to comprehend the whole sentence at once but rather aim at a comprehension of each group of words which make up a thought unit
3. Use the means given under acquiring new inflections, vocabulary, and syntax in attempting to comprehend the Latin. The pupils' ability to comprehend Latin depends largely upon their mastery of these elements
4. Attempt daily sight reading, working through the sentences group by group as suggested above
5. Reread the sentences in Latin if they do not grasp the thought at first. They will need to do this several times with some Latin sentences
6. Make use of the context in determining the meaning of the sentence or group of sentences and use sensible guessing
7. Translate literally or metaphrase (give exact meaning of Latin words in their order) when they are unable to understand everything in the sentence. They should be sure that they translate each word or words by the use indicated by the endings
8. Grasp the meaning of simple Latin through the ear, especially in the form of questions and answers
9. Get in the habit of diagnosing their difficulties and discussing them with their teacher and fellow pupils. They will find this an aid in the final comprehension of the passage
10. Keep an open mind and reserve their final judgment as to the meaning of a sentence until they have read it through in Latin attempting to recognize words, inflectional endings and syntactical principles as they meet them

C. Translating Latin into English

1. The pupils should always bear in mind that translation is a process different from comprehension of Latin. They will use it for
 - a. Testing comprehension of the Latin

b. Training in English expression

2. The pupils will always translate in good idiomatic language and will keep in mind that a good translation is not a painfully literal one. They must avoid "translation English". In their translation they will construct their sentences so that they will be English, not Latin, for instance "in animo habeo aliquid facere" should be translated "I intend to do something" rather than "I have in mind to do something"
3. The pupils translate "thought groups" not words
4. They will not always in their translation give the same meaning to a Latin word. They should get the root meaning of the Latin word and suit its translation to the context. Pupils will avoid so far as they can, translating a Latin word by its English derivative. They will seek for variety in English expression
5. In their review translations the pupils will strive for fluency as well as accuracy. They will get in the habit of translating the review (the meaning of which is already familiar to them) straight through to the end. They can do it, if they have really comprehended the Latin and will set their minds to the task. If they demand from themselves good English, they will find this a fine exercise in English expression

D. Practice in comprehension of Latin

1. The pupils will read Latin at sight as much and as often as they can
2. They will listen to the oral reading of familiar and (sometimes) unfamiliar Latin by their teacher and classmates. They will endeavor to follow the meaning by ear
3. After they have read a passage, they will paraphrase it, *i.e.*, give its meaning without translating it
4. They will be prepared to answer questions on the thought of a passage rather than translate it
5. They will read and reread silently a passage whose meaning is known without making an effort to translate it into English. Toward the end of the semester the pupils will attempt silent reading of new passages

E. Practice for translation of Latin

1. Translation should not be attempted by the pupils until the thought of the passage has been thoroughly comprehended
2. The pupils will prepare written translations of selected passages, which they make as nearly perfect as possible both in regard to the thought of the Latin and expression in English
3. They will work out the best translation possible before coming to class but will not write it down
4. The pupils will check their translations and that of their classmates for errors. They will note any frequently recurring types of errors and strive to correct them

Evidences of Mastery

1. There is one standardized Latin comprehension test¹ which should be given at the end of the semester. See remarks about the correct use of standard tests given under Evidences of Mastery for Unit I
2. Ability to comprehend at sight new Latin which contains words, forms, and syntax with which the pupil is familiar
3. Ability to translate into good English at sight new Latin which contains words, forms, and syntax with which the pupil is familiar. Ability 3 in all cases should follow and not precede 2
4. Ability to comprehend new Latin as it is read to the pupils. The pupils, however, should have had previous practice in comprehending oral Latin
5. Ability to comprehend any given passage can be tested by
 - a. Translation into idiomatic English
 - b. Answering questions on the context
 - c. Answering questions asked in Latin (if the pupil has had practice in this)
 - d. Answering functional questions on syntax, *i.e.*, in sentence "Vir in ludum ambulat". What relation does ambulat bear to vir?

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for the semester¹

1. Ability to use these derivatives in sentences
2. Incorporation of these derivatives into active vocabulary
3. Acquisition of an elementary knowledge of word formation, particularly in connection with the following prefixes and suffixes²
 Prefixes: a (ab, abs), ad, con (cum), de ex, (e), in (prep)
 Suffixes: Nouns from adjectives: ia (Eng. y), tia (Eng. ce and cy), denoting condition or equality
4. Ability to spell correctly the English words derived from the Latin words studied during the semester

¹ *Ullman-Kirby Latin Comprehension Test*, Extension Division, University of Iowa, Iowa City

¹ See footnote 1 under Unit I for help in the selection of Latin words yielding the most English derivatives. The following books and pamphlets are good guides in derivative study
 Martin, D. and G., *Fifty Latin Verbs—Their Compounds and Derivatives*, The Palmer Co., Boston, Mass
 Gray, M. D., *Pupils' Companion to High School Latin*, Parts I and II, Board of Education, Rochester, N. Y.
 Skeat, W. W., *Concise Etymological Dictionary*, American Book Co.
 Gray, M. D., *General Language as an Objective in the Study of Latin*, Item 280, Service Bureau for Classical Teachers, Teachers College, Columbia University
Oxford New English Dictionary (if available). This is the final authority on derivation
The English-Latin Debt, Syntactic Book Co., Chicago

² For guides in the study of word formation see
 Martin, D. and G., *op. cit.*
 Hurlbut and Allen (cited in footnote under Unit I) pp. 45-51
 Pearl, Joseph, *College Entrance and Regents Companion to Cicero*, College Entrance Book Co., New York, pp. 59-65
 Hurlbut, Stephen A., *Cognate Words Occurring in Elementary Latin*, St. Albans Press, Washington, D. C.

Teacher Procedures

1. The mere study of Latin does not insure knowledge of the Latin elements in English words. The teacher must at all times make a conscious effort to connect the two languages in the pupil's minds. There will be little automatic transfer from the Latin to the English or vice versa¹.
2. There should be implanted in the pupils' minds the necessity of using their knowledge of Latin in the English reading, *i.e.*, "the development of a permanent habit of using Latin words as a basis for interpreting unfamiliar English derivatives" should be encouraged.
3. It is desirable for the pupils to keep a derivative note book in order to organize their derivative work. However, there should be a free discussion of Latin derivatives in the classroom before they are finally entered in the note books. The pupils should be expected to bring to class words of Latin derivation which they find in their English reading.
4. The pupils should be told that the purpose of derivative study is to help them to better understand and use the English language. It is not primarily to learn a long list of Latin derivatives.
5. In connection with the study of Latin vocabulary, it should be pointed out to the pupils that English words with which they are familiar will help them in acquiring the meaning of new Latin words.
6. In teaching word analysis, the teacher must expect from the pupils:
 - a. A knowledge of prefixes and suffixes listed for the semester
 - b. A knowledge of the principles of assimilation and vowel change in compounds
 - c. Analysis of English derivatives into prefix, root, and suffix
 - d. Analysis of Latin words into prefix, root, and suffix
 - e. Knowledge of the meaning of the word in both English and Latin
7. The teacher or the textbook should present word histories of some of the Latin derivatives (See 7 under Pupil Activities)
8. Definite instruction in the use of dictionaries and books on etymology should be given the pupils.
9. Some attention should be paid to technical words in English derived from Latin, especially those used in the sciences, mathematics, etc., studied in the high school. Very valuable hints along this line can be found in Mason Gray's articles on the "Coördination of Latin with other High School Subjects" appearing in the *Classical Journal* for the years 1913 and 1914².
10. The spelling lists used in the English classes should be consulted and the words of Latin derivation in these lists used for drill in spelling. The pupils should learn the principles governing the spelling of Latin derivatives and taught to apply them. See footnote under 9 (Pupil Activities)
11. It is highly desirable that informal objective tests be given from time to time by the teacher. The manuals of many of the recent first year texts give specimens of informal tests. The teacher, however, can easily construct

¹ See *Classical Investigation* pp. 43 and 44

² See also

Gray, Mason D., *Pupils' Companion to High School Latin*, pp. 143-165

Service Bureau for Classical Teachers, Supplement XXVI, *Technical Terms in High School Science with their Latin and Greek Derivations*

such tests herself, and they are invaluable in measuring the progress of her pupils. Below are given several types of informal derivative tests

Type 1. In each of the following sentences a word derived from a Latin root has been underlined. In the group of words below each of the sentences underline the word which means the same or most nearly the same as the underlined word in the sentence. Underline only one word in each group of words

There are many aqueducts in Italy
reservoirs swimming pools water conduits canals water pools

Type 2. Place in the parentheses before each English word the number of the Latin word from which it is derived

1. Latin word () English derivative
2. Latin word () English derivative

Type 3. Place in the parentheses before each Latin word the number of the English word which is derived from it

1. English derivative () Latin word
2. English derivative () Latin word

Type 4. Below are compound words derived from the Latin. In the proper columns give the Latin root word and the prefix

Eng. word	Latin prefix	Latin root word
advocate		
observation		
etc.		

12. If a teacher desires to measure her pupils' ability to analyze words, put before them some unfamiliar English words containing Latin roots, prefixes, and suffixes they have studied. If they can analyze these words and use them correctly in sentences, their derivative knowledge is functioning. The teacher must use care in the choice of words to be analyzed
13. In order to measure the pupils' ability to apply their Latin to understanding of English, give to the class a piece of rather difficult English which contains Latin derivatives with which they are presumably familiar. To the extent that they can get the meaning of the passage and know what the Latin derivatives mean, their derivative knowledge is functioning. The teacher must choose a passage sufficiently difficult
14. The checking of the pupils' written work for errors in spelling is also another measure as to how much they apply their Latin to their English
15. Dictate to the pupils a list of words to spell. Instruct them to give the principle governing the spelling of Latin derivatives in English for the spelling of each of the words. In this way the teacher will have a check on their knowledge of the principle and their ability to apply it

Pupil Activities

1. The pupils should make their derivative work help both their English and Latin by

- a. Associating new Latin words with familiar English derivatives
- b. Associating English words whose meaning they do not know with known Latin words
2. The pupils will always be on the alert to connect Latin words with the English words they meet outside of the classroom both in their reading and conversation
3. They will keep a derivative notebook in which are listed Latin words and the derivatives therefrom.¹ These derivatives may be
 - a. Simply listed
 - b. Listed with meanings
 - c. Used in sentences
 - d. Combined with prefixes and suffixes
4. The pupils will study Latin derivatives in context rather than as isolated English words
5. They will analyze some of the Latin derivatives they meet in English into prefix, root, and suffix. They will become very familiar with the suffixes and prefixes listed for the semester. They will do the same for the Latin words themselves, *i.e.*, analyze into prefix, root, and suffix
6. The pupils will use their knowledge of word formation in acquiring the meaning of new Latin compound words. They should become familiar with the two processes of
 - a. Assimilation, *i.e.*, some prefixes change their final consonants to make them like the initial consonants of the words to which they are prefixed. Examples: ob + curro = occurro; sub + porto = supporto
 - b. Vowel changes in composition, *i.e.*, when a Latin word is combined with a prefix, short a or short e in the root of the word is usually changed to short i before a consonant. Example: ob + teneo = obtineo; re + teneo = retineo²
7. The pupils will look up the history of some of the English words derived from Latin. Many of the more recent first-year books give word histories³
8. They will use their knowledge of Latin to help their spelling of English words by
 - a. Learning a simple list of rules or principles which govern the spelling of Latin derivatives⁴

¹ For suggestions on keeping a Latin derivative notebook see *Classical Journal*, Oct., 1929, "Hints for Teachers," p. 63
Latin in the Junior High School Bulletin XIII, Service Bureau for Classical Teachers, pp. 53-54

University of Iowa Extension Bulletin, No. 112, p. 13

² Other important vowel changes in composition are
ā before two consonants becomes ē as decerpo, for de-carpo
ā before and another consonant becomes u as inculo for in-calco
ae becomes ī as incido for in-caedo
au becomes ū as includo for in-claudo

³ See also Gray, Mason D., *Pupil's Companion to High School Latin*, Part II, pp. 130-135

⁴ For these principles consult
Coxe, W. W., *The Influence of Latin on the Spelling of English Words*, Public School Publishing Co., p. 37

Gray, M. D., *The Teaching of Latin*, Appleton, p. 203
Classical Journal October, 1929, "Hints for Teachers", pp. 66-67

These principles governing the spelling of Latin derivatives are briefly as follows:

- a. Original double consonants are regularly preserved in derivatives. Example: terrestrial from terra
- b. The "obscure" vowel follows the original Latin. Example: temporal from tempore

- b. Checking up on their errors in English spelling and making a conscious effort to use their knowledge of Latin derivatives in order to correct these errors
9. They will use their knowledge of Latin in learning the meaning and spelling of technical words derived from Latin found in their other high school subjects

Evidences of Mastery

1. There are several standardized Latin derivative tests which should be given at the end of the semester.¹ See remarks about the correct use of standard tests given under Evidences of Mastery for Unit I
2. Ability to analyze unfamiliar English words containing Latin roots, prefixes, and suffixes studied by the pupils
3. Ability to correctly use the words in 2 in sentences
4. Ability to get the meaning of rather difficult English which contains Latin derivatives with which the pupils are familiar
5. Ability to correctly spell English words which are derived from known Latin words. This ability must function not only in formal spelling tests but in all the pupils' written work
6. Ability to give the principles governing the spelling of Latin derivatives in English. This ability is a correlate of ability 5 and has little value unless applied to definite English words

VI. COLLATERAL READING

Unit Objective

The acquisition of some appreciation of Roman life through collateral reading²

- c. Many original combinations whose pronunciation has changed are preserved in English. Example: disciple from discipulus
- d. When a prefix ending in a consonant is prefixed to a word beginning with a consonant, the first consonant is assimilated, if possible, to the second, and *double consonants are produced, in the derivative*. Example: affiliate from ad filius
- e. Initial s after ex is lost. Example: expect from exspecto
- f. Words in -ant (ance) and -ent (ence) are from present active participles and follow the original Latin. Words of the first conjugation end in -ant, others in -ent. io verbs end in ient. Example: important from porto, -are
- g. The variation between sion and tion is determined by the fourth principal part of the Latin verb from which the word is derived. Example; petition—from peto, ere, ivi, petitus

¹ *Buckingham-Coxe English Spelling Test*, Coxe, W. W., State Dept. of Education, Albany, N. Y.

Holtz and Godsey Kansas Latin Tests, A and B, Kansas State Normal School, Emporia, Kansas

Stevenson and Coxe, *Latin Derivative Test*, Public School Publishing Co.

² For a guide to collateral reading in English see Gray, M. D., *A Bibliography for Collateral Reading in English for First Year Latin Pupils*, Item 278, Service Bureau for Classical Teachers

Classical Investigation, Part I, pp. 151-56

Latin in the Junior High School, Bulletin XIII, Service Bureau for Classical Teachers, p. 100 ff. This pamphlet gives a very full bibliography on historical novels and books on Roman history, mythology and life

Green, T. Jessie, *Books and Other Equipment for the Teacher of Secondary Latin*, Latin Notes Supplement, No. 10, Service Bureau for Classical Teachers

Latin for Grades IX-XII, Curriculum Bulletin No. 43, Board of Education, St. Louis (Appendix)

Latin—Senior High School, Grades 9, 10, 11, 12, Course of Study Monograph, No. 26, Public Schools, Denver, pp. 52-60

For the collateral reading for first and second years see Gray, Mason D., *The Teaching of Latin*, Appleton, pp. 215-217

Specific Objectives

1. Acquiring a knowledge of the daily life of the Romans
2. Acquiring a knowledge of the literature, art, and culture which the Romans produced
3. Acquiring a knowledge of the Romans' contribution to present day life

Teacher Procedures

- A. Purpose of collateral reading
 1. It is of prime importance that the pupils understand the content of their Latin reading and the teacher should guide their outside reading to accomplish this purpose. The teacher should familiarize himself with the background of the Latin being read (A very complete bibliography for teachers will be found in Gray's *The Teaching of Latin*, pp. 174-189)
 2. For general reading on Roman life, etc., the teacher should prepare a book list (to be posted on the bulletin board). The pupils must be guided in their reading, but, if possible, choose their own topics
- B. Introducing collateral reading as a background for Latin reading material
 1. The teacher should demand from the pupils knowledge of the background and setting of the connected Latin being read. This knowledge will be gained mainly in two ways
 - a. By informal side-remarks of the teacher and sometimes perhaps from short formal talks by the teacher (illustrated if possible)
 - b. From the pupils' outside reading
 2. This collateral reading should be done at the time of the Latin reading or before, if possible. Often it is well to make certain definite assignments in English to be read along with the Latin
 3. Informal discussion of the English material read should take place. The purpose of these discussions should be to enrich and illuminate the content of the Latin story
 4. It should be taken for granted that the pupils make a regular habit of reading in English concerning the content of their reading in Latin. The pupils will soon learn whether the teacher really intends to hold them to this requirement. After they get the habit, most of them will like to do this reading
 5. If the school library is wanting in suitable material for collateral reading, the teacher should provide books from his own library. If he is a real Latin teacher, he will feel the need of such books for his own use. An outlay of a few dollars will amply repay him
- C. Introducing general collateral reading
 1. The pupils should be led to choose some topic or topics of Roman life or history concerning which they will read in English as widely as they have time. The selection of the topics should be guided so far as possible by the pupils' own interests
 2. The reading of historical novels dealing with Roman life will interest most pupils. They should be warned not to devote more than half their reading to fiction

3. When time permits, the pupils should give brief talks on something in their English reading about Roman life which particularly interests them. Papers about some aspect of their reading could also be prepared
4. The pupils should be encouraged to devote a portion of their notebooks to allusions to things Roman which they find in their reading of newspapers and magazines. They should also include notes from their collateral reading in these notebooks
5. The ways in which Roman and modern life are alike or different should be kept in mind. The collateral reading ought to be done from this point of view
6. The teachers will find it advisable to have some rather definite assignments for collateral reading, *i.e.*, page and book. Some of the pupils can work independently or with little guidance. Others, however, must be told just what to read and how much
7. Some definite record of collateral reading accomplished by the pupils is recommended
8. Informal objective tests can be used to test the pupils' cultural background. However, the teacher must be fair and not test the pupils on material concerning which they have not read. Some definite reading assignment to the whole class can easily be tested by an informal test. Some of the recent first-year books give samples of objective tests on the cultural and historical background. The teacher, however, can easily construct such tests himself. (See footnote 2 under Teacher Procedures for Unit I) Some of the progress books for first-year Latin mentioned in footnote 4 under Teacher Procedures for Unit I have objective tests on background¹

Pupil Activities

- A. The pupils will be asked to do outside reading for two purposes
 1. To provide themselves with a background necessary for understanding of the Latin read
 2. To gain some knowledge of life, history, and mythology of the ancient Romans and the effect of Rome upon modern civilization
- B. The pupils will do collateral reading as a background for Latin reading material
 1. To understand thoroughly their connected Latin reading, the pupils will need to read the references in English usually given in the textbooks. If none are given there, they will find sources of material for reading in footnote 1 under Unit VI. This material should be read before or in connections with their reading of the Latin
 2. The pupils will take part in classroom discussion concerning the English material they have read, which amplifies and illumines their Latin reading
 3. They will always attempt to follow the story as they read the Latin. They will find their outside reading helpful for this purpose

¹ For further examples of objective tests on Roman background see Appendix to Gray's *The Teaching of Latin* University of Iowa Extension Bulletin No. 112, pp. 81-85

4. Pupils should try to develop the habit of regular outside reading. Spasmodic reading at irregular intervals will not be very helpful
- C. The pupils will do general collateral reading
1. They will choose some topic or topics of Roman life or history and read about it in English as widely as they have time. If possible, they should pick their own topics rather than have the teacher assign them
 2. The pupils will find the reading of some historical novel dealing with Roman life both interesting and profitable. They should not, however, devote more than half their reading to fiction (See bibliography cited above)
 3. The pupils prepare a brief talk or write a paper on some topic suggested by their reading to present to the class
 4. They should be on the alert to find allusions to things Roman in their magazine and newspaper reading. Pupils will provide themselves with notebooks to collect such material as well as notes on their reading¹
 5. From their reading both in Latin and English, the pupils should compare Roman and modern customs
 6. The pupils will keep a record of their collateral reading, number of pages, or books read, etc.
 7. The pupils do not need to read all of the books through. They should make appropriate selections which bear on the topics they are studying

Evidences of Mastery

1. There is one standardized test which will examine a pupil's knowledge of Latin history, mythology, and life.² See remarks about the correct use of standard tests given under Evidences of Mastery for Unit I
2. Ability to give short talks or papers on assigned topics, which show a real grasp of the facts and not a mere parrot-like repetition of the words of the book
3. Ability to understand and appreciate the content of the Latin read and the background of Roman civilization set forth in the subject matter. These results are somewhat intangible and hard to measure but they will be evident in some of the pupils

¹ The pupils should become familiar with Sabin, Frances E., *The Relation of Latin to Practical Life*, Service Bureau for Classical Teachers

² *Ullman-Clark Test on Classical References and Allusions*. The Bureau of Educational Research and Service, Extension Division, State University of Iowa, Iowa City. This test consists of 50 partial statements in regard to Greek and Latin life, mythology, etc. Under each statement are five words, only one of which can complete the statement. For example: The chief center of political activity at Rome was the
Pnyx, Circus Maximus, Forum, Acropolis, Temple of Janus

SECOND SEMESTER

I. VOCABULARY

Unit Objective

Ability to use the 250 words of the first semester with the acquisition of 250 new Latin words (See sources for word lists, etc., under Unit I, First Semester)

Specific Objectives

1. Increasing ability to pronounce the Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures

The teacher will use the same methods in (a) teaching pronunciation of Latin, (b) showing the pupils how to acquire the meaning of new Latin words, and (c) in preparing drills on vocabulary as were used for the first semester

The teacher must insist on mastery of the vocabulary or otherwise the pupils will never be able to comprehend the Latin read. There should be constant meeting of words, new and old, in the connected Latin and repeated and varied review and drill. The acquisition of a Latin vocabulary is *the most important of those elements making up the ability to read and understand Latin*

Pupil Activities

See First Semester Pupil Activities. The pupils will (1) acquire the meaning of new Latin words, (2) practice pronunciation, and (3) drill on vocabulary by the methods laid down for the first semester

The pupils should remember that they will constantly meet these words in context and train themselves to recognize their meaning instantly in context. They will need to review their first semester words from time to time

Evidences of Mastery

See first-semester unit

II. MASTERY OF FORMS

Unit Objective

Thorough mastery of the inflected forms which are necessary to comprehend the Latin read during the semester with a review of the first semester forms

Specific Objectives

Ability to use the following inflected forms and their meaning

1. Nouns of the third, fourth, and fifth declensions
2. Adjectives
 - a. Third declension (i-stems and comparatives)
 - b. Irregular adjectives of the first and second declensions

- c. Numeral adjectives
- d. Comparison of regular adjectives
- e. Comparison of the irregular adjectives *magnus, parvus, multus, bonus, malus*
- 3. Adverbs
 - a. Formation of adverbs from adjectives of the third declension
 - b. Comparison of regular adverbs
 - c. Comparison of the irregular adverbs *magnopere, parum, multum, bene, male*
- 4. Pronouns *qui, hic, ille, ipse*, reflexives
- 5. Verbs
 - a. Indicative, active and passive of the third and fourth conjugations (omitting future perfect)
 - b. Indicative of *possum* (omitting future perfect)
 - c. Infinitive present active and passive of the third and fourth conjugations
 - d. Infinitive perfect active of all conjugations and *sum*
 - e. Participle perfect passive of all conjugations
 - f. Principal parts of selected verbs

Teacher Procedures

See Teacher Procedures for first semester

The teaching of the third declension may be simplified by using only four model words (a masculine or feminine and a neuter consonant-stem and a masculine or feminine and a neuter *i*-stem), if the pupil understands that the nominative singular may be anything that the vocabulary gives and *that the base is always found from the genitive singular*

As additional declensions and conjugations are introduced to the pupils, attention should be called to the similarity of inflectional endings in the various conjugations and declensions (for example the accusative endings

am um em em um	}	and
is		
ās ōs ēs ēs ūs		

also to the similar forms which are different in meaning (moment, dicent)

The suggestion given in the first semester (See Drill on Inflections) that questions on inflections should be asked before rather than after the comprehension or translation of a Latin passage is a most excellent one

As has been said, the pupils must realize that a knowledge of forms is indispensable for the comprehension of the Latin read. The teacher must see to it that her pupils know the inflectional endings as they meet them in the context. Paradigms, however, should be used to assist in the memorizing and recalling of inflections and not as an end in themselves

Pupil Activities

See Pupil Activities for first semester

The pupils will find that the stem of third declension nouns is preserved in many English words (for example, *miles* [milit] military)

They will note that the comparison of many irregular adjectives is often preserved in English derivatives (for example, *bonus* [boon] *melior* [ameliorate] *optimus* [optimist])

The pupils must remember that the important thing for them is to be able to recognize readily any form in context. Paradigms are merely to assist them in

memorizing and recalling. They should associate the inflectional form with its use in the sentence rather than with its place in the paradigm

Evidences of Mastery

See first-semester unit

III. PRINCIPLES OF SYNTAX

Unit Objective

Mastery of the syntactical principles necessary to comprehend the Latin read with review of first semester constructions

Specific Objectives

1. Understanding of agreement—pronoun with antecedent
2. Ability to use case forms
 - a. Genitive—of the whole
 - b. Dative—with adjectives as met
 - c. Accusative—subject of infinitive, duration or extent, limit of motion
 - d. Ablative—accompaniment, manner, place whence, place where, separation, time when or within which, cause
3. Ability to use verb forms
 - a. Infinitive—indirect statement, complementary, object with subject accusative

Teacher Procedures

See Teacher Procedures for first semester

The same methods will be used for (1) teaching new syntactical principles, and (2) preparing drill in syntax

The use of oral Latin should be continued. Any writing of English into Latin should be done in class and simply for the purpose of drill

The importance of asking questions about syntax before rather than after reading the Latin can not be too strongly stressed

As suggested in the first semester (Fixing Syntactical Principles, Unit III Teacher Procedures) especial drill should be devoted to the constructions which prove hardest for the pupils. There is no virtue in drilling on constructions thoroughly mastered by the pupils

Pupil Activities

See first semester pupil activities

The pupils will use the methods outlined in first semester for (1) acquiring new syntactical principles and (2) fixing syntactical principles. They will remember that they can not comprehend the Latin to be read without a mastery of the construction found in the Latin. They will meet these constructions constantly in their connected Latin reading and must be able to understand and readily recognize them

Evidences of Mastery

See first-semester unit

IV. READING EASY LATIN**Unit Objective**

Increasing ability to comprehend easy connected Latin, both oral and written, which contains vocabulary, inflections, and constructions set for the first two semesters with some additional words not occurring often enough for memorization. Not less than 25 pages of easy connected Latin should be read from the first-year book studied or supplementary readers (see sources of easy reading material under Unit IV, First Semester)

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English, both oral and written, when expressing the thought

Teacher Procedures

See Teacher Procedures for first semester

The teacher should read carefully Appendix B of the *Classical Investigation*, pp. 288-302 for quotations on methods of teaching the comprehension of Latin

The teacher should be sure that the pupils have a reasonable mastery of vocabulary, syntax, and forms contained in the Latin to be read

The methods of teaching the comprehension and translation of Latin will vary very little from semester to semester

Pupil Activities

See Pupil Activities for first semester

The pupils will always bear in mind that translation and comprehension are not the same

They will use their translation as a check on comprehension and as a training in good English expression

The pupils will strive to read in the Latin order and practice oral reading a great deal

Towards the close of the semester they should practice rapid silent reading of new material for comprehension

The pupils should avoid making themselves believe that they understand Latin when they do not. They should check their comprehension very often by a careful analysis of the sentence

Pupils must not forget that they cannot comprehend any Latin passage unless they have a good working knowledge of the vocabulary, inflections, and syntax contained in it

The pupils should always remember that the primary immediate objective in the study of Latin is the ability to comprehend connected Latin

Evidences of Mastery

See first-semester unit

V. ENGLISH DERIVATIVES**Unit Objective**

Recognition of the meaning of English derivatives from the Latin vocabulary set for the first two semesters

Specific Objectives

1. Ability to use these derivatives in sentences
2. Incorporation of these derivatives into active vocabulary
3. Use of word formation as studied in the first semester with the addition of the following prefixes and suffixes (for guides in the study of word formation see first semester, Unit V, footnote 3 under Specific Objectives)
 - Prefixes—circum, in (prep.), ob, per, prae, pro, sub
 - Suffixes—Nouns from adj., tas (Eng. y), tudo (Eng. tude)
 - Suffixes—Nouns from adj., tas (Eng. y), tudo (Eng. tude) denoting condition or quality
 - Nouns from verbs, or (Eng. or), denoting state or condition, tio (Eng. tion) denoting an act or the result of an act
 - Adjectives from verbs—anus (an) meaning pertaining to, bilis and ilis (Eng. ile, ble) meaning able to be
 - Adjectives from nouns—icus (Eng. ic) meaning pertaining to, ius (Eng. ious) meaning pertaining to
4. Ability to spell correctly the English words derived from the Latin words studied during the first two semesters

Teacher Procedures

See Teacher Procedures for first semester

The teacher must remember that there will be little automatic transfer from the English to the Latin or vice versa. A conscious effort must be put forth to connect the two languages in the pupils' minds

It should also be kept in mind by the teacher that the chief purpose of derivative study is to give the pupil a better understanding and use of the English language. The knowledge gained in regard to the Latin element in English must be applied to the actual situation, *i.e.*, the pupils' general English reading

Pupil Activities

The pupils should attack their derivative work in the manner recommended for the first semester

They should pay especial attention to prefixes and suffixes

The pupils must not make their study of derivatives merely a study of word lists but will study the words in context

Evidences of Mastery

See first-semester unit

VI. COLLATERAL READING**Unit Objective**

The acquisition of some appreciation of Roman background including mythology, history, and Roman life through collateral reading (For guide to collateral reading see footnote 1 under Unit Objective in Unit VI, First Semester). At least 250 pages of collateral reading for a study of Roman background including mythology, history and Roman life. References to good English books will be found in most of the recent first year books

Specific Objectives

1. Acquiring a knowledge of the daily life of the Romans
2. Acquiring a knowledge of the literature, art, and culture which the Romans produced
3. Acquiring a knowledge of the Romans' contribution to present day life

Teacher Procedures, Pupil Activities, and Evidences of Mastery are the same as for Unit VI, first semester

THIRD SEMESTER

I. VOCABULARY

Unit Objective

Acquisition of 250 new Latin words¹ with thorough review of words previously learned

Specific Objectives

1. Increasing ability to pronounce the Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures

The teacher will use much the same procedure in every semester for teaching vocabulary. The methods recommended are outlined in the first semester teacher procedures. In reviewing the words of the first two semesters the exercises should be made interesting and varied (See suggestions under C. Drill in Vocabulary, first semester). It is very important also that derivative work be closely allied with the learning of the meaning of Latin words

Pupil Activities

The pupils will practice the same methods recommended in the previous semesters for (a) learning to pronounce correctly Latin words, (b) acquiring the meaning of new Latin words, and (c) retaining the words

They will review carefully the words of the first two semesters

Evidences of Mastery

See first-semester unit

II. MASTERY OF FORMS

Unit Objective

Thorough mastery of the inflected forms which are necessary to comprehend the Latin read during the semester, with a review of the inflections learned in the previous semesters

Specific Objectives

Ability to use the following forms and their meaning

1. Nouns—locative
2. Pronouns—quidam, aliquis
3. Verbs
 - a. Subjunctive of sum and possum
 - b. Subjunctive active and passive of all conjugations

¹ These words should be chosen from the second year words in the sources mentioned in the footnote under Unit I, first semester

- c. Imperative present passive second singular and plural of all conjugations
- d. Infinitive perfect passive of all conjugations
- e. Infinitive future active of all conjugations and sum
- f. Participle present active of all conjugations
- g. Participle future active of all conjugations and sum
- h. Gerund of all conjugations
- i. Infinitives and participles of possum
- j. Deponent verbs of all conjugations (omitting future perfect)
- k. Irregularities in the conjugations of eo, fero, volo, nolo, malo, fio (omitting future perfect)
- l. Principal parts of selected verbs

Teacher Procedures

See Teacher Procedures for the first two semesters

The teacher will present new forms to the pupils in the same way as recommended for the first two semesters

These should be adequate review of the forms learned during the first two semesters. Outlines or charts are recommended¹

Pupil Activities

The pupils will use the same method in acquiring and retaining forms as recommended for the previous semesters

They will always meet the new forms in context rather than in paradigms

In learning the subjunctive the pupils will not rely on their memory alone, but will learn the tense signs and then proceed, as in the indicative, to build up the forms with stem plus tense sign plus personal endings

Evidences of Mastery

See first-semester unit

III. PRINCIPLES OF SYNTAX

Unit Objective

Thorough recall of construction learned in the first two semesters and a functional knowledge of the syntactical principles needed to comprehend the Latin read

Specific Objectives

1. Understanding of case uses
 - a. Genitive—objective
 - b. Dative—with intransitive verbs (as met in reading), with compounds, possessor
 - c. Ablative—absolute, respect, with deponents (as met in reading)
 - d. Locative
 - e. Expressions of place without a preposition
2. Ability to use verb forms
 - a. Independent volitive subjunctive
 - b. Clauses of purpose with ut and ne

¹ See Lapidus, Joseph, *Tabulated Systems of Verbs, Nouns, Adjectives*, Fox Street Station, P. O. Box 21, New York

- c. Clauses of result with *ut* and *ut non*
- d. *Cum* clause of situation
- e. Indirect questions
- f. Substantive volitive clauses
- g. Sequence of tenses
- h. Infinitive as subject
- i. Infinitive future active and perfect passive in indirect discourse
- j. *Gerund*

Teacher Procedures

See teacher procedures for the first two semesters

The teacher will present new syntax to the pupils in the same way as recommended for the first two semesters

There should be adequate review of the constructions learned during the first two semesters. Outlines or charts are recommended.¹ The construction learned in this semester should also be included in the review and charts

In this and subsequent semesters the writing of English into Latin should be based on the Latin read and should be for the purpose of drill in syntax forms. It should be done in class. Regular days for prose composition sentences prepared at home are not recommended

The teacher should make some use of oral Latin from time to time. It will serve as drill in syntax and will add variety to the classroom activities

Pupil Activities

See pupil activities for the first two semesters

Be sure that their knowledge of these new syntactical principles is functional rather than formal, *i.e.*, they should not simply learn a rule and not apply it to the actual reading situation, but should make their own rule after they have observed the way the Latin expresses a certain grammatical idea

Pupils will not classify the various uses of the subjunctive until towards the close of the semester and then only as a means of review and drill

Evidences of Mastery

See first-semester unit

IV. READING LATIN

Unit Objective

Increasing ability to comprehend easy connected Latin, both oral and written, which contains vocabulary, inflections, and constructions set for the first three semesters with some additional words not occurring often enough for memorization

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English, both oral and written, when expressing the thought

¹ See Lapidus, Joseph, *Tabulated Syntax of Latin Cases*, etc., Fox Street Station, P. O. Box 21, New York

4. Ability to read either one of the two reading choices mentioned below, but a is recommended
 - a. Reading of from 35 to 40 pages of continuous easy made or adapted Latin which has an historical and cultural value. This reading material may be chosen from the second-year Latin book being used or from other supplementary readers¹
 - b. Reading of from 15 to 20 pages (Teubner) of classical Latin which may be chosen from the second-year text being used or from other supplementary readers or both²

Teacher Procedures

See Teacher Procedures for first two semesters

The methods of teaching the comprehension and translation of Latin will vary little from semester to semester. See Appendix B, *Classical Investigation* pp. 288-302, for quotations on methods of teaching and comprehension of Latin

Pupil Activities

See Pupil Activities for the first two semesters

As the pupils gain more experience in reading and comprehending Latin, they should set as their aim rapid silent reading of as much material as possible

When the pupils translate, they will demand from themselves the very best of English

Evidences of Mastery

See first-semester unit

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for this and the preceding semesters with the ability to use them correctly in sentences (See guides and bibliography on derivative study under Unit V, first semester)

Specific Objectives

1. A recall of word formation as studied in the first two semesters with the addition of the following prefixes and suffixes (for guides in the study of word formation see Unit V, Specific Objective 1, first semester)

Prefixes—ante, contra, dis, inter, post, re (red), trans, se (sed), bene, male, ne, supra

Suffixes—Nouns from verbs—ium (Eng. y) denoting agent or doer, tus (Eng. tude) denoting action or result of action

Adjectives from nouns—aris (Eng. ar), arius (Eng. ary), meaning pertaining to

¹ See in particular, *Classical Investigation*, pp. 146-148, for a list of readers of easy and adapted Latin. See also note under Unit IV, first semester, and Phelan, Margaret E., "Materials for Reading in Second Year Latin," *Classical Journal* XXV (Dec., 1929) 197-204. The Macmillan Company has published three convenient pocket size readers: *Legends of Gods and Heroes*, Morton, T. S., *Legends of Ancient Rome*, Wilkinson Herbert, *Seven Kings of Rome*, Hall, G. N.

² See authors and readers recommended by *Classical Investigation* on pp. 149-150. If Caesar is taught during this semester, it should be in simplified form

2. Ability to spell correctly the English words derived from the Latin words studied during this and the preceding semesters¹

Teacher Procedures

See Teacher Procedures for first semester

The teacher must remember that there will be little automatic transfer from the English to the Latin or *vice versa*. A conscious effort must be put forth to connect the two languages in the pupils' minds

It should also be kept in mind by the teacher that the chief purpose of derivative study is to give the pupil a better understanding and use of the English language. The knowledge gained in regard to the Latin elements in English must be applied to the actual situation, *i.e.*, the pupils' general English reading

Pupil Activities

The pupils will use the same activities in attacking their work on derivatives and word analysis as recommended for the first semester

Evidences of Mastery

See first-semester unit

VI. COLLATERAL READING

Unit Objective

The acquisition of some appreciation of Roman culture through the reading of at least 250 pages of collateral reading in English. This reading should supplement the Latin read in class. Most recent second-year Latin texts give references to standard English books bearing on subject matter of the Latin read (For sources of collateral reading see Unit VI, first semester)

Teacher Procedures, Pupil Activities, and Evidences of Mastery are the same as for the first semester

¹ See footnote 4 under Pupil Activities, Unit V, first semester, for the principles governing the spelling of Latin derivatives

FOURTH SEMESTER

I. VOCABULARY

Unit Objective

Acquisition of 250 new Latin words¹ with ability to use the words previously learned

Specific Objectives

1. Increasing ability to pronounce the Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures, Pupil Activities and Evidences of Mastery are the same as for the previous semesters, especially the first semester

II. MASTERY OF FORMS

Unit Objective

Ability to use inflections previously learned and the thorough mastery of inflected forms which are necessary to comprehend the Latin read during the semester

Specific Objectives

Ability to give the following forms and their meaning

1. Pronouns—*quisque, quisquam*
2. Verbs
 - a. Future passive participle (*gerundive*) of all conjugations
 - b. *Supine*

Teacher Procedures

See Teacher Procedures for former semesters, especially the first

As there are only four new inflections introduced during this semester, the teacher will have ample opportunity for drill and review upon the forms learned in earlier semesters. The use of outlines or charts is strongly recommended

Pupil Activities

See Pupil Activities for previous semesters, the first in particular

The pupils will find only a few forms introduced during this semester so they will have time to acquire a complete mastery of the forms learned in earlier semesters

Evidences of Mastery

See first-semester unit

¹ These words should be chosen from the second year words in the sources mentioned in the footnote under Unit I, first semester

III. PRINCIPLES OF SYNTAX

Unit Objective

Mastery of construction learned in the previous semesters and a functional knowledge of the syntactical principles necessary to comprehend the Latin read

Specific Objectives

Ability to use the following forms and their meanings

1. Case uses
 - a. Genitive—description (as met in reading)
 - b. Dative—purpose, reference, agent
 - c. Ablative—description, degree of difference
2. Verb uses
 - a. Relative clause of purpose
 - b. Clause of anticipation
 - c. Cum-clause of cause
 - d. Adversative cum-clause
 - e. Substantive clause of fear
 - f. Gerundive
 - g. Active periphrastic, *i.e.*, future active participle plus sum
 - h. Passive periphrastic, *i.e.*, future passive participle plus sum
 - i. Supine
 - j. Simpler subordinate clauses in indirect discourse

Teacher Procedures

The teacher will present new syntax in the same way as recommended in the previous semesters

For review and drill on the constructions both of this and earlier semesters the teacher should make use of

1. Outlines and charts
2. Writing of English into Latin in class. Prose composition is not recommended for home work
3. Oral Latin
(See suggestions in previous semesters)

Pupil Activities

See Pupil Activities for previous semesters

The pupils will make their knowledge of these new syntactical principles functional rather than formal

Evidences of Mastery

See first-semester unit

IV. READING LATIN

Unit Objective

Increasing ability to comprehend easy classical Latin which contains vocabulary, inflections, and constructions set for the first four semesters with some additional words not occurring often enough for memorization. About 35 pages of classical Latin are to be read, chosen from the second-year text in use or other supplement-

tary readers or authors.¹ Some teachers may prefer to read Caesar only during this semester.²

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English, both oral and written, when expressing the thought

Teacher Procedures

See Teacher Procedures for the preceding semesters, especially the first

The following are some suggestions for teaching and testing rapid silent reading in Latin for content given by Dr. Helen M. Eddy¹

"1. Pupils are given a list of content questions for which they are to find answers from a given passage of Latin

"2. Pupils are asked to get the thought of a passage silently and prepare to answer questions without reference to their texts. After reading, the pupils close their books and write answers to questions on content

"3. Pupils are asked to get the thought of a chapter, and, with texts before them, to prepare a list of questions answered in the chapter; or to make an outline of the content of the chapter; or to state in one sentence the content of the chapter; or to give a summary of the content

"4. An exercise similar to the one just described except that pupils close books after getting the thought of the chapter and write the questions, outline, etc.

"5. A new chapter is assigned for home study. In the recitation following, the pupils, with books closed, answer rigorous questions on content, or give summary of the content of the chapter

"6. A new chapter is assigned for home study. In the recitation following, the pupils, with books open, make an outline of the content of the chapter

"7. An exercise similar to the one just described except that the pupils keep their books closed

"8. Exercises in skimming are also useful, if the material used is not too difficult. *This exercise should be used sparingly, in order to avoid careless habits of reading.* Pupils are told to skim the passage to get a certain definite piece of information. The teacher records the time and tests the accuracy of the information gathered."

The teacher should demand better and more idiomatic English in translation for each succeeding semester. If the oral translation is poor, try written translation. In translating Caesar or whatever classical author is being read, the teacher should be sure that the pupils carry away a connected story.

¹ See the authors and readers recommended on pp. 149-150 of *The Classical Investigation* and also note under Unit IV, first semester

² For teachers preferring to read Caesar's Gallic War the following selections are recommended

The Helvetian Campaign I, 1-29

The Ancient Belgians II, 1-15

War with the Veneti III, 7-16

Caesar's First Expedition into Britain IV, 20-38

Quintus Cicero's Defense of Comp, V, 40-44, 48, 49, 52

Customs of Ancient Gauls and Germans VI, 9-23

Rebellion under Vercingetorix VII, 63-68

Siege of Alesia VII, 69-90

¹ *Course of Study in Latin for High School*, University of Iowa Extension Bulletin No. 112, p. 42

Pupil Activities

See Pupil Activities for the previous semesters, especially the first

In their reading of classical Latin, the pupils will be sure that they understand the story. They will not be satisfied with the mere translation of separate words

Professor Frank C. Touton gives the following good suggestions for increasing efficiency in Latin reading

“1. Read rapidly: Skim through the entire new assignment in Latin, trying to glimpse the general drift of the argument or story as a whole

“2. Study units: After your preliminary survey, attack each sentence separately, recognizing related groups of words and the idea each sentence contributes to the paragraph. Build up your paragraph logically through sentence sequence. Consult notes, vocabulary, and grammatical references to clear up difficulties

“3. Check results: Translate assignment as a whole, testing for speed, good English, and sentence structure

“4. Develop reading skill: Read familiar and interesting material daily by sentence rather than by word, attempting to grasp larger thought units. Practice sight reading frequently as a means to this end”¹

Evidences of Mastery

See first-semester unit

The suggestions given under Teacher Procedures for teaching rapid silent reading will give the teacher ample material for testing the pupil's ability to comprehend Latin

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for this and the preceding semesters with the ability to use them correctly in sentences (See guides and bibliography on derivative study under Unit V, first semester)

Specific Objectives

1. A review of word formation as studied in the previous semesters with the addition of the following suffixes (for guides in the study of word formation see Unit V, Specific Objective 1, first semester)

Suffixes: Nouns from verbs, *men*, *mentum* (Eng. *ment*), *tura* (Eng. *ture*) denoting action, the means of an action, or result of an action

Nouns from nouns, *ia* (Eng. *y*) forming abstract nouns denoting condition or quality

Nouns from adjectives, *ia*, *tia* (Eng. *ce*) denoting quality or condition

Adjectives from nouns, *alis* (Eng. *al*), *ivus* (Eng. *ive*) denoting pertaining to; *osus* (Eng. *ose*) denoting full of Adjectives from

¹ Touton, Frank C., *Suggestions for Effective Study in Secondary Schools*, University of Southern California, Los Angeles

verbs, *ax* (Eng. *acious*) denoting tendency, usually faculty; *idus* (Eng. *id*) denoting quality

2. Ability to spell correctly the English words derived from the Latin words studied during this and the preceding semesters

Teacher Procedures, Pupil Activities, and Evidences of Mastery will not vary much from semester to semester. See first semester in particular

VI. COLLATERAL READING

Unit Objective

Acquisition of some appreciation of Roman culture through the reading of at least 250 pages of collateral material in English. This reading should supplement the Latin read in class. Most recent second-year books and Caesar texts give references to standard English books bearing on the subject matter of the Latin read¹

Teacher Procedures, Pupil Activities, and Evidences of Mastery are the same as for the first semester unit

¹ For sources of collateral reading see Unit VI, first semester. Teachers particularly interested in Caesar are referred to University of Iowa Extension Bulletin No. 112, pp. 96-97 New York State Tentative Syllabus in Ancient Languages, 1928 revision, pp. 32-34

FIFTH SEMESTER

I. VOCABULARY

Unit Objective

Acquisition of 250 new Latin words¹ which should be chosen on basis of frequency in the Latin read with review of vocabulary learned in previous semesters, so far as necessary

Specific Objectives

1. Increasing ability to pronounce the Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures, Pupil Activities, and Evidences of Mastery for Unit I do not vary greatly from semester to semester. See in particular the recommendations given under the first semester

II. MASTERY OF FORMS

Unit Objective

Review of inflections previously learned and the thorough mastery of the inflected forms which are necessary to comprehend the Latin read during the semester

Specific Objectives

Ability to use the following forms and their meanings

1. Verbs
 - a. Future perfect indicative active and passive of all conjugations
 - b. Future imperative (as met in reading)
 - c. Syncopated forms such as iudicavit for iudicaverit
 - d. Personal endings in re

Teacher Procedures

As there are scarcely any new forms added during this semester, the teacher's main task is to see to it that the pupils get a complete mastery of the forms already learned or supposedly learned

If C. Preparation of drill on inflections under Teacher Procedures for Unit II, first semester is consulted, the teacher will find many suggestions for drill on forms.

The use of form tests of an objective type will aid the teacher in finding what forms are the most difficult for the various pupils to recognize. Where these forms are discovered, each pupil can study the inflectional "demons" which bother him. Speed as well as accuracy should be sought

¹ These words should be chosen from the list of third-year words in sources mentioned in the footnote under Unit I, first semester. See also Hurlbut and Allen, *A Latin Vocabulary for the Third and Fourth Years*, American Book Co.; and Bogart, E. E., *Latin Vocabulary for the Third and Fourth Year*, Allyn and Bacon

Pupil Activities

See Pupil Activities for former semesters, especially the first

The pupils will spend considerable time in review of forms during this semester. They should use charts and outlines

For practice on inflections see in particular, C. Practice on inflections under Pupil Activities for Unit II in the first semester

The pupils should pay particular attention to any forms which are hard for them to recognize in content

They will always strive to think of the forms as part of the connected reading rather than as isolated in the paradigms

Evidences of Mastery

See first-semester unit

III. PRINCIPLES OF SYNTAX**Unit Objective**

Thorough mastery of the syntactical principles already learned and the acquisition of a functional knowledge of the new principles needed to comprehend the Latin read¹

Specific Objectives

Ability to use the following forms and their meanings

1. Case uses
 - a. Dative—with adjectives (as they are met)
 - b. Accusative—exclamation
 - c. Ablative—comparison
2. Verb uses
 - a. Relative descriptive clauses and relative clauses of result and cause
 - b. Conditional sentences employing a subjunctive
 - c. Independent uses of subjunctive (deliberative and optative)
 - d. Proviso (dum modo) clauses
 - e. Substantive clauses with quin
 - f. Complex subordinate clauses in indirect discourse

Teacher Procedures

The teacher should present new syntax in the same way as recommended to the previous semesters

The review and drill devices suggested in the previous semesters should be used by the teacher. It is very necessary that the pupil be able to thoroughly understand all the constructions met in the Latin reading and some review on constructions previously learned will be needed

The use of syntax tests of an objective type will aid the teacher in finding what constructions are difficult for the various pupils to understand and recognize. When these constructions are discovered, each pupil can study the syntactical "demons" which bother him. Speed as well as accuracy should be sought

¹ It is difficult to differentiate between syntax for the fifth and sixth semesters. These constructions should be introduced at any time during the two semesters when they are needed to understand the Latin read

Pupil Activities

See Pupil Activities for the previous semesters, especially the first

The pupils will strive always to understand the way the grammatical principle is expressed in Latin rather than simply* to memorize a formal rule

They will review syntax previously learned. In their drill work they will use outlines and charts and demand of themselves 100-per-cent mastery in ability to recognize constructions in context

Evidences of Mastery

See first-semester unit

IV. READING LATIN

Unit Objective

Increasing ability to comprehend classical Latin, which contains vocabulary inflections and constructions set for the first five semesters with some additional words not occurring often enough for memorization. Not less than 35 pages (Teubner) of classical Latin are to be read which may be chosen from any Latin author desired.¹ It is recommended, however, that at least one of Cicero's orations be read

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English, both oral and written, when expressing the thought

Teacher Procedures

See Teacher Procedures for the preceding semesters, especially the first and fourth

If Cicero is read during this semester, it is advisable to start the semester with somewhat simpler Latin than Cicero.¹ At the outset of the study of Cicero the teacher should point out some of the peculiarities of Cicero's oratorical style, *i.e.*, the extreme use of pronouns, the common use of the first and second person in verbs, use of the imperative, the changes in order of words to secure emphasis, the structure of the periodic sentence

Much of the work in comprehension and translation will need to be done in class. The pupil can use the study period in polishing up his English translation. As the pupils become more familiar with Cicero's style and vocabulary, they should gain facility in reading. However, the teacher must be sure that the content of the Latin read is clear to the pupils. Often a considerable part of the class period must be spent in "orienting" the pupils. Otherwise, the Latin will be a series of meaningless words. After the thought of the passage is grasped,

¹The College Entrance Examination Board no longer requires the reading of any particular author, although certain recommendations are made. Teachers should write to the College Entrance Examination Board, 431 W. 11th Street, New York, for Document 120, Dec. 1, 1926. See also *Classical Investigation*, page 150 for authors and readers recommended. There are several third-year Latin books on the market which have a wide choice of selections to be read. Two recent third-year books are Harrington and McDuffee, *Third Year Latin*, Ginn; and Ullman, Henry, and White, *Third Latin Book*, Macmillan

¹The third-year books cited under Unit IV, fifth semester, as well as readers cited under Unit IV for first and third semester, will furnish simpler Latin than Cicero

it will be well for the pupil to read aloud, taking in the thought as he goes along. As the pupil meets more difficult Latin, he can not at first expect to grasp the meaning as rapidly as he did with easier Latin. The teacher will need to guard against two pitfalls: (1) that the pupils will skim over the Latin and not really grasp the meaning; (2) that the pupils will read too slowly and miss the meaning of the whole passage by too much analysis of sentence and parts of sentences. The teacher must strive to pass safely between Scylla and Charybdis

The teacher's task always is to get the pupil to comprehend Latin and as much Latin as possible. The Latin word order reading method is recommended but no special method must be allowed to become a fetish. Results are what count

Pupil Activities

See Pupil Activities for the previous semesters, particularly the first and the fourth

The pupils should become interested in grasping the facts that Latin tells *how* the idea is expressed, *how* it grows in Latin and the words used to express it—all of which lead to an understanding rather than a translation

They will hold the idea already understood as a suggestion of what may follow

They will note difficulties that occur during preparation, for class discussion

When they translate they will demand from themselves the best English they can produce

The pupils will watch common errors in translation so as to avoid repetition. They will get help from the teacher's example and that of other pupils

Evidences of Mastery

See first-semester unit

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for this and the preceding semesters with the ability to use them correctly in sentences (See guides and bibliography on derivative study under Unit V, first semester)

Specific Objectives

1. A review of word formation as studied in the previous semesters with a study of inceptive verbs (seo denoting entrance upon a state or action), frequentative verbs (to, so, ito, tito, denoting repeated or intense action), denominative verbs (verbs formed from other verbs or from nouns and adjectives as curo from cura) and compound words, (i.e., a combination of two or more Latin roots such as signifer, magnopere, etc.). The following new suffixes should also be studied (for guides in the study of word formation see Unit V, Specific Objective 1, first semester)

Suffixes—

Nouns from nouns—atus (Eng. ship denoting office)

Nouns from verbs—culum (Eng. cle denoting a means or plan of action)

Adjectives from nouns—ester, ensis, lentus (Eng. lent denoting full of)

2. Ability to spell correctly the English words derived from the Latin words studied during this and the preceding semesters

Teacher Procedures, Pupil Activities, and Evidences of Mastery will not vary much from semester to semester. See first semester in particular

VI. COLLATERAL READING

Unit Objective

The acquisition of some appreciation of Roman background including mythology, history, and Roman life through collateral reading. At least 250 pages of collateral reading in English which should supplement the Latin read in class. A study of Cicero and his times is recommended or a similar study to understand the background of whatever Latin author is read¹

Teacher Procedures, Pupil Activities, Evidences of Mastery for the first semester give many suggestions applicable to any semester. The collateral reading should of course center around the Latin author or authors being read

VII. LITERARY APPRECIATION

Unit Objective

The acquisition of an appreciation of the literary qualities of the Latin authors read

Teacher Procedures

This objective can be attained only to a limited extent by high school pupils, but some definite effort should be expended towards its attainment. The following procedures should tend toward the attainment of some literary appreciation

1. The pupils should be encouraged not only to use technically correct English translation, but, if possible, to catch the spirit of the original
2. The differences of style in different authors read should be pointed out
3. Examples of the influences of an author, such as Cicero, on modern literature should be found
4. "Literary" translations of very familiar and outstanding passages should be assigned from time to time especially for the better pupils
5. The pupils should be encouraged to criticize the translations as to their success or lack of success in representing the original style and thought of the author
6. The best available translations of the Latin author should be read to the pupils from time to time
7. The pupils should receive some definite instruction in the technique of the literary art of the author read. In order to do this the teacher must become very familiar with the Latin authors. One who does not adequately appreciate the Latin himself can hardly expect his pupils to do so

¹ For bibliography of collateral reading see Unit VI, first semester. Teachers especially interested in Cicero should consult Bulletin No. 26, Dept. of Public Instruction, Pennsylvania, *Courses of Study in Foreign Languages*, p. 34; University of Iowa Extension Bulletin No. 112, pp. 60-65; an invaluable personal view of Cicero and his home is a little pamphlet published by Scott Foresman and Co. It is entitled *A Roman Home*. For articles on the background and content of Cicero see Gray, M. D., *The Teaching of Latin*, p. 187, Appleton; Showerman, Grant, "On the Teaching of Cicero," *Classical Journal*, Vol. 3, May, 1909, 261-270, is especially recommended to teachers of Cicero

Pupil Activities

1. The pupils will strive to make their translations not only technically correct but will also try to bring out the spirit of the original
2. They will note differences of style in different authors read
3. They will find examples of the influence of an author, such as Cicero, on modern literature
4. The pupils will on occasion prepare translations with the greatest care. The content and meaning of the Latin must be familiar
5. They will criticize these "literary" translations and decide which one is the best representative of the original
6. They will listen to good translations by some master translator of the author read. Either teacher or pupils can do the reading. They should be sure, however, that the translation is read after they thoroughly comprehend the meaning of the passage
7. They will analyze the literary art of the author read and become familiar with their author's use of figures of speech, the periodic structure, etc. They will need to get some detailed knowledge of how the author produces the effect he desires

Evidences of Mastery

1. The ability to translate Latin in such a way as to bring out the real spirit of the original is in itself the best proof of literary appreciation
2. An improvement in the style of the pupils' writing is indirect evidence that the pupils' exposure to high-grade Latin literature is having some good results
3. Ability to tell how an author accomplishes certain results in his writing points to a knowledge of the technique of literary art

SIXTH SEMESTER

I. VOCABULARY

Unit Objective

Acquisition of 250 new Latin words¹ which should be chosen on the basis of frequency in the Latin read with review of vocabulary learned in previous semesters, so far as necessary

Specific Objectives

1. Increasing ability to pronounce the Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures, Pupil Activities, and Evidences of Mastery for Vocabulary do not vary greatly from semester to semester. See in particular the recommendations given under the first semester. It should never be overlooked that a mastery of the vocabulary used is indispensable for the comprehension of Latin

II. MASTERY OF FORMS

Unit Objective

Mastery of the forms set for the previous semesters and familiarity with peculiarities of forms in Ovid or other poets read as these poetical irregularities are met in the reading

Teacher Procedures

See Teacher Procedures for first and fifth semesters

The teacher's task in this semester as in the fifth is to obtain from the pupils a complete mastery of forms

Only such knowledge of poetical forms as is necessary to comprehend the poetry read should be demanded

If any weakness of knowledge of forms is found in individual pupils, the whole class should not be held back but individual attention should be given to the weak pupils

As suggested before, the use of objective forms tests is an invaluable aid in locating inflectional "demons", *i.e.*, forms especially difficult for the pupils

Pupil Activities

See Pupil Activities for first and fifth semesters

The pupils will keep a list of forms that are difficult for them and review them constantly

They will note carefully the irregularities of forms used in poetry, if Ovid or other poets are read

They will remember that nothing less than mastery of forms can enable them to read Latin with any facility

¹ These words should be chosen from the list of third-year words in sources mentioned in the footnote under Unit I, first semester. See also footnote under Unit I, fifth semester

Evidences of Mastery

See first-semester unit

III. PRINCIPLES OF SYNTAX**Unit Objective**

Thorough mastery of the syntactical principles already learned and the acquisition of a functional knowledge of the new principles needed to comprehend the Latin read¹

Specific Objectives

If Ovid or some other poet is read a functional knowledge of the poetical constructions, as met in the reading, is necessary

Teacher Procedures

See Teacher Procedures for previous semesters, especially first and fifth

The teacher's task in this semester is to obtain from the pupils a 100-per-cent ability to recognize ordinary constructions in context

Only such knowledge of poetical constructions as is necessary to comprehend the poetry read should be demanded

If any weakness of knowledge of construction is found in individual pupils, the whole class should not be held back but individual instruction should be given to the weak pupils

As suggested before, the use of objective syntax tests is an invaluable aid in locating syntactical "demons"

Pupil Activities

See Pupil Activities for first and fifth semesters

The pupils will keep a list of constructions which are hard for them and review them constantly

They will note carefully the irregularities of syntax used in poetry if Ovid or other poets are read

They will remember that they must understand the constructions in context or they will be unable to read Latin with any facility

Evidences of Mastery

See first-semester unit

IV. READING LATIN**Unit Objective**

Increasing ability to comprehend classical Latin which contains vocabulary, inflections, and constructions known to the pupils with some additional words not occurring often enough for memorization

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order

¹ It is difficult to differentiate between syntax for the fifth and sixth semester. These constructions should be introduced at any time during the two semesters when they are needed to understand the Latin read

3. Acquiring the habit of using good English, both oral and written, when expressing the thought
4. Reading of not less than 35 pages (Teubner) of classical Latin
5. Reading of Ovid's *Metamorphoses* (recommended), although any classical author not too difficult for the pupils' comprehension may be read¹

Teacher Procedures

See Teacher Procedures for the preceding semesters, especially the first and fourth

If Ovid or other Latin poetry is read during this semester, it will not be found possible to do much rapid silent reading except in review

After a passage in poetry is thoroughly understood, the pupils should be expected to practice rapid silent reading without translation

It will be necessary to go slowly first in reading poetry and the teacher should not strive to cover much ground until the pupils have become familiar with poetry and the peculiarities of the author's style

Translation of Latin poetry in order to check up on the pupil's comprehension must be practiced more frequently than when prose is being read

The teacher must insist that the pupils are following the story of the poem. If they do so, they will be able to comprehend the Latin much more easily

The reading of the Latin aloud will often aid in comprehending Latin poetry. A poem in any language is best appreciated when thus read

Pupil Activities

See Pupil Activities for the previous semesters, particularly the first and fourth
If Latin poetry is read, the pupils will not be able to do much rapid silent reading except in review

After a passage of poetry is thoroughly understood, the pupils should practice rapid reading without translation

The pupils should be sure that they thoroughly understand the Latin read, but should not be discouraged if, at first, comprehension of Latin poetry is more difficult for them than comprehension of prose. If they do careful and painstaking work at first they will gain more ease and speed in reading later

To check up on their comprehension, pupils will find it necessary to use translation of Latin poetry more frequently than they used translation of Latin prose for that purpose

The pupils should never lose the drift of the story when they read Latin poetry. They should make the content help their comprehension

The pupils will read the Latin out loud frequently, never forgetting that they are reading poetry which must be heard to be appreciated

Evidences of Mastery

See first-semester unit

In testing for comprehension of Latin poetry, probably the best evidence of mastery is the ability to translate it in clear and beautiful English. There are

¹ For possible reading material see page 150, *The Classical Investigation*

In schools where only three years of Latin are offered, at least one book of Vergil's *Aeneid* might be read. Some teachers may prefer to devote the whole semester to the reading of Vergil in schools where only three years of Latin are read

See Appendix B for suggested procedure for schools which give four years of Latin, but alternate Cicero and Ovid with Virgil, thus making only three classes a year

really two abilities being tested: (1) ability to express the author's meaning in clear English; (2) ability to catch the spirit of the poetry and express it in "literary" English. The great majority of high school pupils can not expect to rate high in this second ability. However, some may even be able to produce poetical English translations and they should be encouraged to do so

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for this and the preceding semesters with the ability to use them correctly in sentences (See guides and bibliography on derivative study under Unit V, first semester)

Specific Objectives

1. A continuation of the study of word formation as outlined in the fifth semester (For guides in the study of word formation see Unit V, Specific Objective 1, first semester)
2. Ability to spell correctly the English words derived from the Latin vocabulary studied during this and the preceding semesters

Teacher Procedures, Pupil Activities, and Evidences of Mastery will not vary much from semester to semester. See first semester in particular

VI. COLLATERAL READING

Unit Objective

Reading of at least 250 pages of collateral material in English which should supplement the Latin read in class. A study of classical mythology is recommended¹

The Teacher Procedures, Pupil Activities, and Evidences of Mastery for the first semester give many suggestions applicable to any semester. The collateral reading should of course center around the Latin author or authors being read. If Ovid is read, mythology will be the center of interest in the pupil's reading

VII. LITERARY APPRECIATION

Unit Objective

The Acquisition of an appreciation of Ovid as a literary artist and a realization of his influence upon modern times (If Ovid is not read, this objective will refer to the author or authors read)

Teacher Procedures

See Teacher Procedures for the fifth semester

If Ovid is read the following are some suggested procedures

1. The teacher should read the poetry in Latin to the pupils so that they may have an opportunity to appreciate the beauty of sound of the Latin hexameter

¹ For bibliography of collateral reading see Unit VI, first semester footnote. A very fine bibliography on classical mythology is found in *Latin in the Junior High School, Bulletin XXIII*, Service Bureau for Classical Teachers, pp. 103-105. See also New York *Syllabus in Ancient Language*, pp. 89-90, and University of Iowa Extension Bulletin No. 112, p. 99

2. It should be pointed out to the pupils that the modern world has to a great degree gained its knowledge of classical mythology from the poetry of Ovid, and that the modern novel has many of its origins in Ovid
3. The pupils should be required to memorize certain selected passages of outstanding literary merit and beauty
4. The pupils should be encouraged to look for allusions to Ovid in English literature and keep a record of them
5. A study of pictures and sculpture will show the pupils to what an extent the myths (told by Ovid) are portrayed therein. If there are not many pictures and pieces of sculpture available, the teacher will find many handbooks of mythology which stress the connection between mythology and art¹
6. The pupils, especially the gifted ones, should be encouraged to attempt poetical translations of Ovid. Some of them will be able to do this, if they will only attempt it
7. Good poetical translations of Ovid should be available for the use of the pupils

These translations can be read to the pupils by the teacher and the pupils should also read them for themselves from time to time

Pupil Activities

See Pupil Activities for the fifth semester

If Ovid or other poetry is read, the pupils will hear the poetry read out loud by their teacher. They will thus learn to appreciate the beauty of the Latin hexameter

They will strive to appreciate the fact that from Ovid's poetry the modern world has largely gained its knowledge of classical mythology and that the modern novel has many of its germs in Ovid, the master story teller

They will memorize certain selected passages which have outstanding literary merit and beauty

They will keep a record in their notebooks of allusions to Ovid found in English poetry

The pupils will notice the influence of the mythological stories told in Ovid on art and sculpture. They will see if they can recognize these stories as told in the paintings and sculpture which they see either in books or in the original

The pupils will attempt poetical translations of Ovid. They will find this an invaluable aid towards the appreciation of the literary technique of the poet

They will get into the habit of reading good poetical translations of Ovid or the poet read. Their teacher will also read poetical translations to them from time to time

Evidences of Mastery

See fifth-semester unit

VIII. METRICAL READING

Unit Objective

Ability to read metrically the verse of Ovid with an elementary knowledge of

¹See Howe and Harrer, *A Handbook of Classical Mythology*, F. S. Crofts and Co., Sabin, Frances E., *Classical Myths That Live Today*, Silver, Burdett

the principles of Latin prosody (This objective would be omitted if no Latin poetry were read)

Teacher Procedures

1. The teacher must impress upon the pupils the fact that Latin verse is based on quantity while English verse is based on accent
2. It is important that the teacher see to it that the pupils learn certain fundamental terms used in Latin scansion such as meter, syllable, foot, hexameter, dactyl, spondee, daactyllic hexameter, and elision
3. The teacher must expect from the pupils scansion both orally and in writing of the verse of Ovid of ordinary difficulty
4. The teacher should frequently read aloud the poetry of Ovid in order to bring out the beauty of the Latin hexameter
5. Memorization of selected Latin verses will be aided by reciting them metrically
6. The pupils should be encouraged to bring to class selections of English poetry written in dactyllic hexameter

Pupil Activities

1. The pupils will learn the fact that Latin verse is based on quantity and English verse is based on accent
2. They will learn certain fundamental terms used in Latin scansion such as meter, foot, hexameter, dactyl, spondee, dactyllic hexameter, and elision
3. The pupils will practice scanning verses of Ovid of ordinary difficulty, both orally and in writing
4. They will listen to the teacher as the Latin verses are read aloud in order to show the beauty of the hexameter
5. In memorizing Latin verses the pupils will be aided if they recite them metrically
6. The pupils will bring to class selections of English poetry written in dactyllic hexameter

Evidences of Mastery

1. Ability to scan *at sight* verses from Ovid which do not present irregularities. This should be done both orally and in writing
2. Great facility and accuracy in reading aloud the poetry of Ovid which has been previously scanned in detail

SEVENTH AND EIGHTH SEMESTERS

I. VOCABULARY

Unit Objective

The acquisition each semester of about 250 new Latin words¹ which should be chosen on the basis of frequency in the Latin read with review of vocabulary learned in previous semesters, so far as necessary

Specific Objectives

1. Increasing ability to pronounce Latin words correctly
2. Increasing ability to recognize the meaning of the Latin words in connected Latin reading

Teacher Procedures, Pupil Activities, and Evidences of Mastery for Unit I, Vocabulary, do not vary greatly from semester to semester. See in particular the recommendations given under the first semester. When a pupil has reached this stage in his study, he should have acquired the habit of almost never consulting the vocabulary in the text for the meaning of either a new or old word. His vocabulary should be used only as a last resort or for verification of the conclusions concerning the meaning of a word which he has reached by means of context, English derivative, and related Latin word

II. MASTERY OF FORMS

Mastery of the forms set for the previous semesters and familiarity with the peculiarities of poetical forms in Vergil as they are met in the reading, *i.e.*, um for arum, orum; ai for ae; olli for illi; quis for quibus; ier for i; and syn-copated forms of perfects and pluperfects

Teacher Procedures, Pupil Activities, and Evidences of Mastery have been adequately discussed for this objective (inflections) in the previous semesters. In this semester the pupils will be expected to be "letter perfect" in their knowledge of forms. If not, drill will be necessary, generally for certain individuals rather than for the class as a whole. The irregular poetical forms should be explained as they appear in the reading

III. PRINCIPLES OF SYNTAX

Unit Objective

Understanding of poetical constructions in Vergil as these are met in the reading with review of the syntactical principles previously learned, so far as necessary

¹ These words should be chosen from the list of fourth-year words in the sources mentioned in the footnote under Unit I, first semester and fifth semester. See also list of words occurring more than three times in the Aeneid I-VI in Bulletin No. 227, Texas State Dept. of Education, pp. 64-66

Specific Objectives

The acquisition of a functional knowledge of the following new syntactical principles¹

1. Case used
 - Genitive—with adjectives, as they are met;
with verbs of remembering and forgetting as they are met
with impersonal verbs as they are met
 - Accusative—double accusative with verbs of making, etc., as met
2. Verb uses
 - Historical infinitive
 - Supine in u
 - Subjunctive expressing obligation, possibility, etc.
3. Constructions peculiar to poetry (to be noted as they occur)
 - Dative of limit of motion where prose would require ad or in with accusative
 - Accusative of specification (Greek)
 - Ne with imperative or subjunctive to express prohibition
 - Infinitive of purpose

Teacher Procedures, Pupil Activities, and Evidences of Mastery have been adequately discussed for this objective (syntax) in the previous semesters. The functional knowledge of constructions during this semester should be 100 per cent. Drill upon constructions should be for individuals and not for the class as a whole. The irregular poetical construction should be explained as they appear in the reading

IV. READING LATIN**Unit Objective**

Increasing ability to comprehend classical Latin poetry which contains vocabulary, inflections, and constructions known to the pupils with some additional words not occurring often enough for memorization. Not less than the first two books of Vergil's Aeneid should be read in the seventh semester, and the fourth and sixth in the eighth. The third and fifth should be read in translation or in the original as far as time permits. It is strongly recommended that all of the fourth year of Latin study be devoted to the Aeneid. However, other reading material can be introduced, if the teacher and pupils so desire.²

Specific Objectives

1. Acquiring the habit of reading for thought
2. Acquiring the habit of getting the thought from the Latin order
3. Acquiring the habit of using good English both oral and written, when expressing the thought

Teacher Procedures, Pupil Activities, and Evidences of Mastery for this objective (comprehension of Latin) have been adequately discussed in the previous semesters

In the sixth semester the comprehension of Latin poetry was discussed. It

¹ It is difficult to differentiate between syntax for the seventh and eighth semesters. These constructions should be introduced at any time during the seventh and eighth semesters when they are needed to understand the Latin read

² Teachers desiring to read material other than Vergil's Aeneid will find material listed in the Classical Investigation, pp. 150-151; and State Syllabus, Pennsylvania, p. 38

will be well to remember that in comprehending Vergil or any other Latin poet class will do well to read slowly and carefully at first. Translation will need to be used very frequently and much oral reading of the poetry should take place. It is very important that at all times the pupils should keep in mind the thread of the story of the poem²

V. ENGLISH DERIVATIVES

Unit Objective

Recognition of the meaning of English derivatives from the Latin vocabulary set for this and the preceding semesters with the ability to use them correctly in sentences (See guides and bibliography on derivative study under Unit V, first semester)

Specific Objectives

1. Application of the principles of word formation already learned and acquisition of the following new suffixes (For guides in the study of word formation see Unit V, Specific Objective 1, first semester)
 - patronymics: ides, iades (masc)
 - is, ias (feminine)
 - diminutives: lus, la, ulus, ula, culus, cula
 - eus (denoting material)
 - trix (denoting female agent)
2. Ability to spell correctly the English words derived from the Latin vocabulary studied during this and the preceding semesters

Teacher Procedures, Pupil Activities, and Evidences of Mastery for Unit V, derivatives and word formation, will not vary much from semester to semester. See first semester discussion in particular

VI. COLLATERAL READING

Unit Objective

Reading of at least 250 pages of collateral materials in English which should supplement the Latin read in class

Note: Reading about Vergil, his poetry and his influence on literature, ancient and modern, is recommended¹

Teacher Procedures, Pupil Activities, and Evidences of Mastery for the first semester give many suggestions applicable to any semester. The collateral reading for this semester should, of course, center around Vergil. The study of Vergil offers a wonderful opportunity for outside reading as the Aeneid is so universal in its appeal. However, the chief objective of the collateral reading of this semester should be to build the historical and cultural background necessary for the understanding of the Aeneid

² For general suggestions on the teaching of Vergil the teacher should consult Bulletin XVII, Service Bureau for Classical Teachers, New York University, *The Teaching of Vergil—Some Suggestions Contributed by Experienced Teachers*

¹ For bibliography of collateral reading see Unit VI, first semester, footnote. For Vergil material see

Iowa Extension Bulletin, No. 112, p. 71 and pp. 99-101
Bulletin No. 227, Texas State Dept. of Education, p. 78
State Syllabus, Pennsylvania, p. 39 and pp. 44-45

VII. LITERARY APPRECIATION

Unit Objective

The development of an appreciation of Vergil as a literary artist with a study of his significance in the world of culture, religion, and politics, and the creation of an appreciation of the Aeneid as a literary masterpiece

Specific Objectives

1. Some development of general literature appreciation and taste among the pupils
2. Memorization of choice quotations from Aeneid. Verses suggested for memorization are
 - I, 1-7, 198-199, 607-609, 630
 - II, 48-49, 324-326, 354, 689-691
 - IV, 173-177, 522-532, 700-705
 - VI, 126-129, 844-853

It is also suggested that the story of the last six books of the Aeneid be outlined for the pupils. Some ambitious pupils may want to read the last six books in translation, at least in part. The poetical translation by T. C. Williams is recommended

Teacher Procedures

See Teacher Procedures for the fifth and sixth semesters. Many things suggested there should be practiced during this semester

The following are some suggested procedures for teaching an appreciation of Vergil's Aeneid

1. The plot and the story of the Aeneid should be always kept in mind by the pupils. Summaries of the content of each book or parts of books should be required
2. The pupil should be led to grasp Vergil's threefold motive in writing the Aeneid: (a) glorification of Rome; (b) glorification of Augustus; (c) reviving of national religious sentiment
3. Too much can not be said by the teacher concerning Vergil's influence upon the culture of the world, ancient, medieval, and modern. See suggestions under Pupil Activities along this line. It would be well for the pupils to prepare term reports or papers on such subjects as Vergil's Influence on English Literature, Vergil in the Middle Ages, Milton's Debt to Aeneid, etc.
4. The teacher must endeavor to bring out something of Vergil's technique in writing poetry, his ability to harmonize thought and language, etc. The two books by Mackail listed under Pupil Activities give good suggestions as does also W. Y. Sellar, *The Roman Poets of the Augustan Age—Vergil*, Oxford University Press
5. Some study of epic poetry should be made. The teacher should read to the pupils and have them read translations of parts of the Odyssey and Iliad

For articles on the background and content of Vergil see Gray, M. D., *The Teaching of Latin*, pp. 187-188

"Books Which May Prove Interesting to Vergil Readers," *Latin Notes*, Service Bureau for Classical Teachers, January, 1929

"Articles Dealing with Vergil which have Appeared in the *Classical Journal*, Years 1905-1928," *Latin Notes*, April, 1929

6. So far as possible the pupils should be exposed to words of art which illustrate characters and mythology in the Aeneid
7. The reading of the Aeneid should be supplemented with the use of photographs, slides, and the reading of books on mythology, Rome, Vergil, etc. (See footnote to 7 under Pupil Activities)
8. The teacher should read to the pupils and have them read (if time permits) such poems as Tennyson's Oenone, Tithonus and Vergil; Shelly's Arethusa; and Longfellow's Enceladus
9. The pupils should hear read by the teacher and read for themselves standard poetical translations of the Aeneid
10. The reading or acting of plays in English having to do with the subject matter of the Aeneid is advised (See bibliography of plays under Pupil Activities)
11. It will often be advisable to have the pupils with the teacher's advice and coöperation write and produce an original play based on some episode in the Aeneid. An occasional such project adds zest to the usual routine

The Course of Study Monograph No. 26, *Latin*, Public Schools, Denver, 1928, pp. 45-46, gives the following suggestions for developing the cultural values in the teaching of Vergil

"The cultural side of life may be approached through many doors, and the following suggestions are to be regarded merely as glimpses of various possibilities. Since Vergil has furnished a wealth of quotations which both in the original and in translation have become a part of English literature, the attention of the pupil should be carefully directed to the mastery of such passages in the expectation of later contact with them. This implies the actual memorizing of especially famous lines and the cultivating of a sense of familiarity with the remainder. Along with this study should be emphasized the many allusions to Vergilian subject matter in reading of every sort, as well as the countless uses to which ancient history and the classics are constantly being put in everyday life, from pointing a moral or adorning a tale to advertising the latest products of modern civilization. During this year, too, the pupil should become familiar with many famous works of art and with various classic sources of inspiration in architecture, that he may look with a more understanding eye on the art and architecture of his own day.

"The work of this year offers peculiar opportunity for the development of a finer sense of duty and conduct. Whether Aeneas be regarded as a hero or as a type of the human soul in its earthly pilgrimage, the fact remains that through him Vergil speaks to us of the great relations of man to life; *viz.*, to family, to friends, to the state, to duty, to God; and in the study of the poet's ideals of patriotism and conduct there is ample opportunity for stressing with entire relevancy the moral and spiritual values of life."

Pupil Activities

See Pupil Activities for the fifth and sixth semesters

Following are some activities primarily resigned to bring about some appreciation of Vergil and his great epic

1. The pupils must never lose sight of the story and plot. They should summarize each book as they complete it

2. The pupils will study Vergil's motives in writing the Aeneid, *i.e.*, (a) glorification of Rome; (b) glorification of Augustus; (c) reviving of national religious sentiment
3. They will get some comprehension of Vergil's influence upon the culture and thought of the world not only in ancient times but throughout the middle ages and in modern times (*Latin Notes Supplement*, May, 1924, "Some allusions in English literature to Vergil's Aeneid,") The pupils' collateral reading will help towards attaining this objective
4. The pupils will strive to appreciate the technique of Vergil as exemplified in the Aeneid, his ability to harmonize thought and language¹
5. They will study the epic in other languages, and read good translations of Homer's *Odyssey* and *Iliad* in part
6. The pupils will become familiar with works of art such as the Venus de Milo, the Apollo Belvidere, and the Laocoon which are more or less connected with the subject matter of the Aeneid²
7. The pupils will supplement their reading of the Aeneid with the use of photographs, slides (when possible) and the reading of books about mythology, Rome, Vergil, *etc.*²
8. They will study the influence of Vergil on the English Romantic poets. They should read (if time permits) such poems as Tennyson's *Oenone*, *Tithonus* and Vergil; Shelly's *Arethusa*; and Longfellow's *Enceladus*
9. The pupils will read standard poetical translations of passages from the Aeneid and listen to the teacher's reading of such selections
10. The pupils will read or act plays having to do with the subject matter of the Aeneid.³ For high schools it is probably best to use English, not Latin plays
11. The pupils will write and produce an original play on some theme suggested by the Aeneid as a class project for pupils and teacher. The bibliography cited in footnote 3 gives good suggestions along this line

Evidences of Mastery

See fifth-semester unit

The rendering of selections from the Aeneid into blank verse or other metrical form can be used as an exercise by superior pupils. Such an exercise, if well done, is certainly a proof of literary appreciation as well as creative ability

VIII. METRICAL READING

Unit Objective

Ability to read Vergil's verse metrically and some familiarity with the structure of the dactylic hexameter and its more common irregularities

¹ See Mackails two books, *Vergil and His Meaning to the World of Today*, Longmans Green, and *Latin Literature*, Scribners

² See Course of Study Monograph No. 26, *Latin*, Public School, Denver, 1928, p. 45, for very good suggestions along this line, and *Suggestions for Teachers of Vergil in Secondary Schools*, pp. 182-212

³ For a list of available plays see Bulletin XII, January, 1929, *The Latin Club*, Service Bureau for Classical Teachers, pp. 38-42; "List of Plays Available for Vergilian Celebrations," *Latin Notes*, October, 1929. Another long list of plays both English and Latin is given in *The Classical Journal* XXV-1 (October, 1925), pp. 59-62

Teacher Procedures, Pupil Activities, and Evidences of Mastery for this objective, (reading of the Aeneid metrically) will be practically the same as those for the sixth semester (reading Ovid metrically)

The pupil, however, will be expected to show more proficiency than he did in the previous semester in his ability to read Latin verse metrically

Vergil's use of the spondee and the dactyl to express different sorts of emotion should be brought to the attention of the pupil and he should be led to see them for himself

APPENDIX A

The following books and periodicals are recommended. This is a *minimum* list and every teacher who desires to be efficient should make every effort to buy them for her own or the school library. The list has purposely been kept short with the hope that teachers will take it seriously. The books and periodicals marked with an asterisk are indispensable.

**Classical Journal*, Address J. O. Lofberg, Oberlin College, Oberlin, Ohio. \$2.00 a year for members of the Classical Association of the Middle West and South Service Bureau for Classical Teachers. This service is maintained by the American Classical League at New York University, Washington Square, East, New York. Miss Frances E. Sabin is the director of the service which consists of the publication of

- *1. *Latin Notes*, a monthly magazine filled with practical suggestions for Latin teachers. Only \$1.00 a year and indispensable
2. *Supplements to Latin Notes*, printed at frequent intervals and treating in detail certain phases of Latin teaching
3. Hundreds of printed and mimeographed bulletins, pamphlets, etc., which are for sale or loan. Miss Sabin also conducts a correspondence bureau and the teacher is invited to send questions concerning methods of Latin teaching, etc.

Abbott, F. F., *Society and Politics in Ancient Rome*, Scribner, 1909

Carr, W. L., "The Teaching of Elementary Latin," a chapter in Vol. XII of *The Classroom Teacher*. This article can be obtained in pamphlet form from D. C. Heath and Co.

Bulletin on First Year Latin, The Ohio Latin Service Committee, Athens, Ohio, 1930

**Classical Investigation*, Part I, General Report, Princeton University Press, 1924. Reprints of this report can be obtained from The Classical League, New York University, University Heights, New York, for 35 cents

Davis, W. L., *A Day in Old Rome*, Allyn and Bacon, 1924

Davis, W. L., *A Friend of Caesar*, Macmillan, 1915

*Emler, Herbert C., *Latin Grammar*, Macmillan, 1928, \$1.48

*Frank, Tenney, *A History of Rome*, Holt, 1923

Game, J. B., *Teaching High School Latin*, University of Chicago Press, 1925

*Gray, Mason D., *Pupils' Companion to the Study of High School Latin*, Parts I and III, Rochester, New York, Board of Education, 1927, 70 cents. These little books are very valuable for suggestions of how to apply Latin to English and can best be obtained by writing to Mrs. F. A. Gray, 1691 Ridge Road, E. Rochester, New York

*Gray, Mason D., *The Teaching of Latin*, Appleton, 1929, \$2.00 This is the latest and most modern book on the methods of teaching high school Latin
Hurlbut, S. A., *Cognate Words Occurring in Elementary Latin*, St. Albans Press, Washington, D. C.

*Johnston, H. W., *The Private Life of the Romans*, Scott Foresman, 1903

- *Lewis, C. T., and Short, Chas., *Harper's Latin Dictionary*, American Book Co., 1907. Teachers wishing a smaller dictionary should use Lewis' *Elementary Latin Dictionary*, American Book Co., 1915
- *MacKail, J. W., *Latin Literature*, Scribner, 1895. No teacher should be without this wonderful book
- *MacKail, J. W., *Vergil and His Meaning to the World Today*, Our Debt to Greece and Rome Series, Longmans Green, 1922
- *Martin, D. and G., *Fifty Latin Verbs—Their Compounds and Derivatives*, The Palmer Co., Boston, Mass.
- Platner, S. B., *The Topography and Monuments of Ancient Rome*, Allyn and Bacon, 1911
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APPENDIX B

In some schools it may be necessary to combine the fifth, sixth, seventh, and eighth semesters, reading Cicero and Ovid one year and Vergil the next. It is not recommended that this be done but it may sometimes be necessary for reasons of economy. In such a class it is inevitable that the pupils will be of unequal preparation and the following procedure, which has worked well in the classroom, is recommended.

For classes beginning Cicero in September, the procedure would be about as that outlined in the course of study for the fifth semester, except that the teacher would assign short lessons for a somewhat longer period and most of the advanced work in comprehension and translation would be done at sight for at least the first six weeks of the semester. It might be advisable to continue this procedure throughout the whole semester. It would probably be advisable not to grade the fifth semester pupils so closely as the others who are in their sixth, seventh, or eighth semester of the study of Latin, *i.e.*, during the first grading period. After that they should be graded on the same scale as the others.

At the beginning of the next semester in January when a new group of fifth-semester pupils is added, the teacher procedures must be changed somewhat. During the first week the new fifth-semester pupils should be required to know the vocabulary for the advanced assignment each day. They will also be expected to have the translation by the time it has been read the second day for review. Only about 10 or 12 lines should be assigned for each day during this first week and the advance assignment should be studied at sight in class. That gives these new pupils three opportunities to become familiar with the Cicero read—sight reading the first day, regular lesson the second day, and review the third day. In the second week the vocabulary on the day's lesson and the translation of the review should be required from the new fifth-semester pupils. During these first two weeks they should not be called on for oral work unless they volunteer, since they are likely to be a little afraid of the pupils who are in their seventh or eighth semesters of Latin. If the teacher wishes to check up on the fifth-semester pupils, the whole class should be required to write the review at the last of the week. It is very likely that the best of the fifth-semester pupils will be volunteering for review, daily lesson, and sight work before the week is over. During the third week the teacher will call on any of the fifth-semester pupils for review but still let them volunteer for the day's lesson or sight work. The assignment should only be about 12 or 15 lines a day. By the fourth week these fifth-semester pupils should begin to feel more at home in the class and more used to Cicero's style. They can now be called on just as are the other pupils. At the first marking period the teacher will give these mid-year fifth-semester pupils "one to go on," That is, if measured by the same standards as the rest of the class, a pupil made a 4, he would receive a 3 and so on, but never a 1 unless he earns it by the same standards as the rest of the class. At other marking periods of the semester all pupils should be graded by the same standard and the fifth-semester pupils not favored. It is recommended that many of the reports on Cicero's life and times written in the first semester be read at the beginning

of the second semester so that these mid-year fifth-semester pupils may get some background and atmosphere. Selections from Ovid's *Metamorphoses* will be read during the last half of this semester.

When Vergil is begun in September, the seventh- and eighth-semester pupils will have read Ovid the last half of the previous semester and the sixth-semester pupils will have had a semester of Cicero, while the fifth-semester pupils will ordinarily have read only Caesar or other simple Latin prose. If this class has been an exceptionally good one, it may have read a little Ovid during the latter part of the fourth semester but this will be the exception rather than the rule. The teacher will need to go quite slowly at first until the pupils get used to Vergil's style and to poetry. The pace must be slower for a mixed class such as this than in the case of a class of straight seventh-semester pupils. But it is the group which entered the class in mid-year, as fifth-semester pupils, that affords the teacher the hardest problem. The rest of the class has read two books of the *Aeneid* even if the last of Book II was a little hurried. However, the fifth-semester pupils as a usual thing have read only prose. The teacher will have made, however, in the preceding semester an Herculean effort to expose these mid-year pupils to at least the *Pyramus and Thisbe* of Ovid. These newcomers at the middle of the year should have also read a good summary of Books I and II of the *Aeneid* or a good English translation at the close of the previous semester or in the interim between semesters. During the first week the teacher will need to take extra time after school in order to translate with them each day's lesson, explaining poetic order, forms and constructions as each occurs. They must be taught how to get the thought out of poetry. During the second week the teacher will proceed as suggested for the first week in the Cicero year (second semester), and during the third week the procedure for the Cicero second week will be followed, and so on. For the first marking period the mid-year fifth-semester pupils should be graded with "one to go on" as in the Cicero year.

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