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Editorial

CLASSICAL CLUBS IN THE SECONDARY SCHOOLS

Organizations like Mr. Gray's "Roman State" in the East High School, Rochester (see p. 177), and the "Latin Society" in the Omaha High School (*Class. Jour.* II. 24 ff.), deserve more than a passing mention. Undoubtedly one of the things which militate against the study of the classics in the schools is the impression which the students have of the remoteness of the subject. In the minds of probably all boys and girls beginning their high-school work the one piece of information about Greek and Latin is that they are "dead" languages; and even in cases where parents are in favor of the classical course, where principals are liberal-minded, and school boards at least quiescent, it frequently happens that the youngsters approach the work with reluctance. They are very apt to contrast it with the study of French and German. They know that these are spoken languages, and they look forward to the day when they will be able to converse in them with something of the fluency of their teacher, or perhaps even charm the natives of France or Germany with their mastery of idiom and the purity of their accent. It is idle to attempt to bring home to their young minds the fact that in the study of any language ability to speak it is a strictly subordinate consideration, and it would be ungracious to hint that not even their teachers, unless they have been abroad, are in a position to speak French or German except in a way that would cause exquisite anguish to the ear of Frenchman or German. It is doubtful, indeed, if any set arguments could ever remove the sense of the remoteness of the classics from their minds. And yet it can be removed, and what seems to be the most effectual

University of Michigan—

20. English, Robert Byrns, "The Right Hand in Classical Art and Literature" (to be publ.).
21. Woodruff, Laura Bayne, "Reminiscences of Ennius in Silius Italicus" (to be publ. in *Michigan Studies* [Humanistic Series III]).

University of Nebraska—

22. Hunter, Alice Cushman, "Quo modo cognationes Vergilius tractaverit" (to be publ.).

University of Pennsylvania—

23. Craig, Virginia J., "Wit and Humor in Martial" (to be privately printed).
24. Weldon, Ellwood Austin, "The Samkhya-Karikas" (to be privately printed).

Yale University—

25. Thompson, Maud, "The Property Rights of Women in Ancient Greece."
26. Thompson, Wilmot Haines, "The Use of Prepositions in the Greek Dialect Inscriptions."
27. Tukey, Ralph Hermon, "The Syntax of Isaeus: I. The Syntax of the Cases."

The following received the degree from Bryn Mawr College between 1900 and 1905, and the titles of their dissertations are added to supplement the list published in the *Journal* for June, 1906:
28. Clafin, Edith Frances, "The Syntax of the Boeotian Dialect Inscriptions" (printed in *Bryn Mawr College Monographs*, Vol. III, 1905).
29. Perkins, Elizabeth Mary, "The Expression of Customary Action or State in Early Latin" (privately printed, 1904).
30. Ritchie, Mary Helen, "A Study of Conditional and Temporal Clauses in Pliny the Younger" (privately printed, 1902).
31. Willis, Gwendolen Brown, "The Ancient Gods in Greek Romance" (publ., University of Chicago Press, 1905).

Starting a Class in Greek.—The following plan, which has been in successful operation for several years in the South Western Presbyterian University, Clarksville, Tenn., is based on two principles: (a) To reduce to the smallest possible compass the facts that must be learned; (b) to provide a system of reviews by which these facts may be firmly fixed in the mind.

At the first meeting of the class a word like *χώρα* is written on the board, the letters are explained, and each member of the class is called upon to pronounce the word; then they all write it on their tablets. The full inflection of the word is treated in the same way. The lesson for the second day consists of this paradigm and half a dozen words inflected in like manner, with their meanings.

On the second day, after the recitation has been made, *λόγος* is treated in the manner described above. This, with a few words declined like it, is added to the lesson already learned, and the whole assigned for the next lesson. The third day *φίλαξ* is studied as a specimen of the third declension.

The verb is attacked on the fourth day. The present indicative active of *λέω* is written on the board and the students copy it. To this is added the future indica-

tive, which is very much like it. A few other verbs with their meanings are included in the lesson for the next day. Seven days are thus devoted to the study of the indicative, and the whole verb is learned in fifteen days.

At first everything is repeated every day. But when the amount has become too large it is divided into sections, which now become parts of a system of weekly reviews. Some textbook is studied in regular order along with this rapid learning of the noun and verb, but rather slowly, so as to leave plenty of room for the other work.

When the contract verbs are taken up, the rules of contraction are first given and learned. Then with the uncontracted forms on the board the students are asked to give the contracted forms. One day is given to each class of these verbs. Two days are given to liquid verbs, the class again working out the forms according to distinct rules which they have previously learned. Three days are given to the μ -verbs, three to augment, reduplication and compound verbs, and one to the second aorist, making thirty days in all for the forms.

The *Anabasis* is now begun, and the teacher at first explains the lesson in advance. But daily review of the principles remains a constant part of the lesson. A few of the more important principles of syntax and a selected vocabulary of 250 words are, with the forms, divided into five parts, one for each day of the week. Thus the work for Monday may cover the indicative of $\lambda\omega\omega$, contract verbs, the accent, and fifty words; the work for Tuesday is the subjunctive of $\lambda\omega\omega$, liquid verbs, second aorist, indirect discourse, and fifty more words, and so on. By the time this has been done twenty or thirty times, the subjects become very familiar. G. F. NICOLASSEN.

Metrical Translations by the Virgil Class.—It will be of interest to know that it is not only possible for pupils to translate Virgil into metrical English but that such translation may even successfully be made a regular part of their work. Mr. G. W. Walker, instructor in the high school at Steubenville, O., has experimented along this line for a number of years, and finds that, while the degree of proficiency attained necessarily varies, the interest of the whole class may easily be enlisted in the undertaking. We give some of the details of his method and a specimen of translation by one of his pupils.

"Shortly after taking up the study of Virgil I devote ten minutes of the time to talks on English versification. I then give the class thorough drill in English scanning. Next comes invention and construction work in English. And finally we begin to scan in Latin.

"When this has been accomplished, we undertake the translation of certain passages into English verse. Such translations are handed in once a week and are required of all pupils. The productions are read in class, scanned, and criticized. In time the pupils became quite proficient. Frequently, in the regular Thursday recitation period, they are asked to translate metrically certain lines which they have already read. They first make a hurried prose translation and after some practice they transform this into verse quite readily. Pupils enjoy this kind of work very much."