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French and Spanish in the High School

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar.

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FRENCH AND SPANISH IN THE HIGH SCHOOL.

I. INTRODUCTION.

Slowly, indeed, relatively speaking, but surely, the modern foreign languages have come into their own as a subject for the curriculum, and today their value is generally recognized, it being agreed that, when taught efficiently by well trained teachers, they hold an important place in our educational scheme. Doubtless there has often been, and still is, much poor teaching of modern foreign language; (this condition, however, is certainly not confined to this subject). Yet, within recent years, an awakening has come which has already caused a marked improvement in modern language teaching, and the future holds great promise, if all the educational institutions co-operate to heed the call. More teachers of high grade must be prepared for the work; they must have more numerous and better opportunities for an adequate equipment, both on the practical and on the scientific side, and, when successful, they must receive due recognition. Progress must be made along the intelligent and reasonable lines of procedure which mark the modern direct methods. Better materials for instruction must be provided. In this task of the immediate future, all schools and all modern language teachers bear a part.

Before entering upon a discussion of methods, it may not be amiss to review very briefly the principal claims made for the modern languages as a prominent branch of our educational curriculum, especially in the high school.

In addition to the utilitarian arguments which may and should justly be urged in favor of an intelligent study of the modern languages, it is undoubtedly true that they possess the disciplinary value inherent in all linguistic studies, and that they open up the treasure house of thought, life, and literature belonging to the most important nations of modern Europe. Professor C. H. Handschin, in the introduction to his very useful study on "The Teaching of Modern Languages in the United States," says aptly:

"The importance of the modern languages in our modern education has been, and is, often underestimated. Latin and Greek

have in the past played a most important part in our educational scheme, and it is to be hoped that they may never fall into desuetude. But we must recognize that, as a matter of fact, only a very small proportion of our youth study either of the classic languages. Unless the part formerly played by Latin and Greek—namely, the introduction of the learner to another civilization—is taken over by some other branch of the curriculum, there must occur a woeful breach in our training.

The study of modern languages constitutes the new humanism. In them is incorporated the culture of the race since the fall of the Roman Empire. Moreover, the modern civilization, standing as it does so much nearer to the learner than the classical civilizations, is the more important to him, and he is better able to imbibe it, a fact which has redounded powerfully to our culture and civilization within the last century, and is destined, in the very nature of things, to do so increasingly in the future."

The high school curriculum seems to be pre-eminently the field for the branch of study under consideration. In fact, when high school teaching of foreign modern languages has been generally raised to the rank it should occupy, these schools will doubtless prove to be the best place for most of the elementary work in the modern foreign languages. It is in these schools that the initial stages of modern language study will prove most widely useful, profitable, illuminating, and interesting, if the study is pursued under an efficient teacher, according to methods and with material well adapted to vigorous high school instruction.

This statement, which is in accord with the best judgment of the leading authorities on the subject, is based upon sound educational principles as well as upon expediency. To quote again from Professor Handschin's pamphlet already cited: "As every teacher will recognize, the early years are far more valuable for linguistic study than for most other branches. The greater receptivity of the mind and the ear for speech forms, the pliability of the vocal organs, the tenaciousness of the memory, all combine to make the time before the child gets out of his teens the golden period of language study. This was long ago recognized in European countries, and years have shown the wisdom of this course. The wonder is that teachers in the United States have been so slow to grasp its importance.

The difficulties in the way are recognized, but plans for fixing the place of this instruction are now under way and will more than likely be settled very soon by the National Education Association. At this time, therefore, it behooves all who are interested in modern language study to see to it that these studies are placed in the proper place and are given the necessary emphasis in the high school curriculum.

The future of elementary modern language study lies in the secondary schools. There is every reason for paying large attention to the subject. Americans are poor linguists, almost as poor as their English cousins, who are the most inefficient linguists in Europe. But the time is coming when better linguistic talent will be developed. Already our colonial and international relations are driving us to it on the side of Spanish. Hitherto America has not felt the need of learning foreign languages, just as England did not in the past. But England is now awakening to the value of modern languages in trades and commerce, and in this America will follow her. Taking all into consideration, modern languages will continue to play an increasingly important role in our education.

And for this we must prepare. One or two-year courses conducted by poorly equipped teachers will no longer do. There must be better teachers, broader recognition of the subject, and better equipment for the library and the classroom. At present there is practically no equipment in the high schools, few books and less Realien. But without thorough equipment there can be no thorough results."

II. METHODS IN GENERAL.

Under the conditions that prevail in our secondary schools, reading knowledge and colloquial mastery are doubtless the chief purposes of instruction in modern foreign language, although the disciplinary value of foreign language study is also a matter of importance, as has been suggested above, especially with reference to general grammatical training and a more intelligent appreciation of English style. In some degree the methods to be employed depend upon the principal aim in view, and, therefore, the predominance of any one of the ends herein mentioned must naturally, in a given case, greatly influence the selection

of the means, or method. Nevertheless, whatever the aim, one vital principle underlies all sound and rational methods, namely, the principle that a language is a set of habits for the selection of certain symbols (sounds, words, and sentences), and that it must be acquired as such. The formation of this new set of habits, termed by the Germans "Sprach-Gefuehl" (instinctive feeling for the language), must, therefore, be the first consideration and immediate object in foreign language teaching, whatever the more remote goal may be.

It follows that at least during the first high school year there need not be, perhaps even there should not be, any very great diversity in the principles of teaching, though some teachers may from the outset lay more stress than others on colloquial speech, on reading, or on grammatical drill. At a later stage the difference may become more marked, and, within certain limits, different methods possess distinct advantages. We should always bear in mind, however, that a good method must be based on a thorough knowledge of the science of language, and that, in its application to the problems of teaching, it must proceed in accordance with psychological laws, more particularly with those known to govern memory and association, and the general development of the mental faculties.

The Grammar and Translation Method.—As its name implies, this method lays the principal stress on the acquisition of a clear feeling for grammatical analysis, thorough training in the grammatical structure of the foreign language, and readiness in fluent and good translation from the foreign language into the mother tongue and vice versa. This mode of procedure, which has been in use for centuries in the teaching of the classical languages, possesses distinct value as regards mental discipline and formal development. It exercises the memory, and affords practice in clear and systematic thinking, but, especially in its unmodified form, it neglects the live aspects of language, it does not inspire interest in young pupils, and it cannot produce anything like a fair command of the language studied, within the time at disposal in our secondary schools. For these reasons, if for no other, this method should no longer occupy the first place in the teaching of modern foreign languages.

The Direct Method.—This method, in Germany usually called

“Reform-Methode,” aims primarily at reading knowledge, and also supplies the most satisfactory foundation for a speaking knowledge. It recognizes the necessity of a thorough training in grammar, and emphasizes the fact that any degree of mastery of a foreign language must start from the mastery of its sounds; therefore, its work is based on a perfect pronunciation. It avoids the use of the mother tongue; limits the use of translation to a minimum, especially in the elementary stages of the instruction; teaches grammar inductively and systematically; and seeks to form a vocabulary on the basis of connected sentences instead of isolated words or phrases. This method is the outcome of decades of patient work on the part of European educators, chiefly Germans, and presents the mature and thoroughly tested results of ripe experience and psychological investigation. The “Frankfurter Reform-plan” may be considered the standard of the direct method, but it becomes necessary to modify it in order to adapt it to the needs of American schools and teachers.

Natural Methods, So-called.—The so-called natural or conversational method or methods, sometimes incorrectly referred to as “direct,” represent, in the United States, the inevitable reaction against dry-as-dust grammatical methods, and one-sided “reading” methods. Aiming solely, or at least primarily, at the achievement of a speaking knowledge, or, rather, at acquiring facility in the use of words and phrases for definite conversational purposes, these colloquial methods subordinate and often deliberately sacrifice to their immediate purpose both reading and grammatical training, and they seldom recognize the value of accuracy and system. It may be granted that, by concentration on a limited vocabulary and constant practice of well selected phrases, some of them seem to attain brilliant results within a comparatively short time. However, experience has shown conclusively that the unmodified and exclusive use of purely colloquial methods tends to hinder rather than to help the later formation of a thorough, extensive, and intelligent reading knowledge. This fact limits their legitimate use to conditions where the first elements of a colloquial knowledge of a foreign language constitute the one reason for its study. Obviously, since such conditions are exceptional in our high schools, it is wiser to lay the foundations for a speaking knowledge in a

more comprehensive manner, forming a vocabulary gradually, on the basis of the general work, and assigning to purely colloquial exercises their proper place in special practice work later.

In the bulletin already mentioned, Professor Handschin includes in a passage quoted from the report of the committee on college entrance requirements of the National Educational Association, the following words: "It seems probable that the next generation will regard naturalism rather as a vivifying influence than as an independent method," and he adds that these words, "which in effect characterize the natural method as an impulse rather than a method, will probably stand as proper and final." This seems a very fair appraisal.

III. GENERAL PRINCIPLES OF THE DIRECT METHOD.

1. The Mother Tongue and the Foreign Language.

As indicated above, the term "Sprachgefuehl" denotes a set of habits. Sentences in different languages do not correspond word for word; they merely express the same, or nearly the same, thought. Thus, to learn a new language really involves acquiring a new set of habits, and the individual who can express his thoughts in some other language besides his mother tongue, or who understands the expression of thought in a foreign language, possesses two different sets of habits, i. e., two distinct types of "Sprachgefuehl." Since the formation of the new type is rendered difficult by the constant interference of the old type, the pupil's mother tongue is an obstacle to his acquiring "Sprachgefuehl" for a foreign tongue, especially in the very earliest stages of instruction; for a habit has the best chance of becoming strong and lasting if its beginning has been marked by concentrated, uniform attention. The foreign language should, therefore, be the language of the class room, and the use of the mother tongue must be generally avoided. Any thoughtful teacher who consults his own experience will readily grant, as a corollary to what precedes, that, of necessity, the direct method will also avoid translation at the outset, and, that it will, in fact, reduce the practice of translation to a minimum until the new set of speech habits has been formed.

2. Pronunciation.

All language is ultimately a phonetic structure, the written

or printed word being merely a more or less imperfect symbol of speech sounds. From the very beginning of instruction, teacher and learner should devote constant care to establishing firm habits of correct and ready pronunciation. The new material (sounds, words, phrases and sentences), must first be presented orally, and, by means of well-directed, systematic practice, all hesitation and indecision must be overcome. This is absolutely necessary, because, as the reading knowledge progresses, the printed symbol of each word must evoke a clear and well defined image; no real knowledge will be gained as long as the pronunciation of sounds is attended with difficulty. Fluency of pronunciation is, therefore, the first aim of instruction; it is quite as important as correctness of pronunciation, and should go hand in hand with it. Without fluency, there is no definiteness of sound-image, while ultimately a correct pronunciation is the unavoidable condition of perfect understanding.

3. Inductive Teaching of Grammar.

The direct method assigns an important place to grammar taught inductively, the rules, which must be comprehensive, clear, and not too numerous, always coming after the examples. As Dr. Bahlsen writes in *The Teaching of Modern Languages*; "Work towards systematic grammar . . . but do not *start* with the system." Indeed, all the rules are based on the illustrative reading material, and, whenever practicable, the pupil is led to infer them from the examples before him. These examples, in the form of connected texts, must be numerous and well arranged, and they should be repeated systematically. Since the grammatical training thus accompanies the reading, it is necessarily graded and selective, no effort being made to deal with one grammatical topic at a time, and to exhaust this topic—personal pronouns, for instance—before proceeding to another. The grammatical analysis thus becomes an aid toward the intelligent understanding of the language; it is a means, not an end.

4. Material for the Early Stages of the Work.

Since one important consideration is to avoid the use of the mother tongue, and another is to stress from the very beginning a feeling for the foreign language, it is obvious that the first

materials must be presented in the form of more or less definite object lessons. These early oral lessons are based, of course, upon the material to be read, and, as has already been indicated, the connected texts that compose this material become the basis for all the work, including the formation of a simple working vocabulary which will afford a good, sound foundation for later reading as well as speaking. As the instruction progresses, the teacher must take care to continue the method of oral presentation of the new material before it is read by the learner. During the time following the initial lessons, the pupils must gradually gain the power to acquire the meaning and use of new words from the context. They must learn by degrees to think in the language taught.

With reference to the early vocabulary, the question arises as to whether it should be avowedly that of the simpler forms of the written language, (with the exception of a limited number of colloquial sentences used orally), leaving the colloquial idiom for definitely assigned work at the later stages, or whether, from the outset, the vocabulary should lean definitely toward the spoken language. It seems advisable to leave this matter for discussion under the heads pertaining to each language taught in the schools, since the answer depends somewhat on the viewpoint adopted in modifying the direct method to meet varying circumstances and conditions.

Even from the above brief survey it must appear that the modern direct method, combining as it does the most valuable features of other methods in a manner at once scientific and practical, commends itself as eminently adaptable to our educational plan. It is unquestionable that the direct method deserves the serious consideration of all modern language teachers who wish to keep abreast of the times. They should acquaint themselves with its distinct advantages and study how to adapt it to their own needs. To those instructors who feel equipped for the task, the University of Texas warmly recommends the immediate use of this method; for those who are conscious of a lack of preparation, the grammatical method, modified as far as possible in the direction of the modern direct method, will probably prove safest and most useful. A note of warning must be sounded against the use of haphazard and unsystematic

conversation methods. They have no place in the class room, they produce no definite educational results, and they must never be mistaken for the pedagogically sound adaptations and modifications of the direct method. Finally, it should be stated here, that, on account of differences in the character of the various languages taught, in the materials available for the instruction in each one of them, and in the circumstances which attend their teaching at present, the principles enunciated in this introduction must probably be modified to some extent in their application to each case.

Detailed suggestions with respect to French and Spanish in the high schools are presented below. In offering them the following general considerations have been kept in mind:

(a) Doubtless the principles of the direct method should govern modern foreign language teaching more and more.

(b) It is a fact that much is still to be desired with reference to the previous training of the majority of teachers in modern foreign language and to the books and other material available (especially for the teaching of Spanish).

(c) Modern foreign language instruction in the high school should be planned primarily from the viewpoint of the high school. At the same time the study should be of such a character that later work can well be built upon it.

To become fluent in the use of a modern language, especially the spoken language, with the minimum of effort, the child cannot begin too early. When proficiency in the use of a language is the aim, the pupil should begin it in the grades and continue the study of it through the high school. While it is highly desirable in theory that the study of a modern language be begun early, conditions in our Texas schools often make it impossible to carry a modern language for a long period of time. A large per cent of the schools offering a modern language gives it only two or three years in the high school.

In case only two years of modern language are offered, it is suggested that the language be introduced in the tenth grade. When three years are offered, the language should begin with the ninth grade. It does not seem best that the pupil should finish the language course a year or two before graduation.

There are two advantages that arise from having the pupil carry the language from the point of introduction to graduation:

1. The pupil leaves the school fresh in his knowledge of the language, and, hence, prepared to continue it successfully in college, should he attend college.

2. The pupil who does not go to college on graduating from the high school, will be able, if he has kept up his language, to proceed to a mastery of it for business and practical purposes.

In addition to these advantages, the suggested organization of the short language course will provide a more flexible program of studies. The pupil who starts out in the eighth grade along the Latin or the science route is not forced to continue in the same line or drop out of school. He has a chance to switch to the modern language route at the end of the eighth or ninth grade. Since it is conceded that the high school should afford the youth the opportunity for trying his powers, the flexibility of the program of studies is of more than minor importance.

IV. SUGGESTIONS FOR A TWO-YEAR COURSE IN FRENCH OR SPANISH IN THE HIGH SCHOOL.

1. Aim and General Method of Instruction.

Bearing in mind not merely what is theoretically desirable, but primarily what can be done by a conscientious, fairly equipped teacher under present conditions, it would appear that the chief aim of the instruction should be to impart a correct pronunciation, familiarity with a fair-sized working vocabulary, and a knowledge of the most important rules according to which the words are combined for the correct expression of some definite meaning. The working vocabulary should be made of value for speaking as well as for reading and for simple writing, the ear must be trained, and the feeling for the language ("Sprachgefuehl") must be developed as far as circumstances will allow. Under the conditions existing in this state, it seems that in the case of French a reading knowledge is chiefly desirable, while for Spanish it is wise to place more stress on some facility in conversation. However, since experience shows clearly that a conversational method which dispenses with grammar is sure to result disastrously, and

since a really satisfactory reading knowledge implies a good pronunciation and a thorough understanding of all inflections, constructions, and idioms, the same method may be recommended for both languages during the first years of instruction. As for the disciplinary value of language study, it is probable that justice will be done to it, if the work of the students, whatever its character, is accomplished in a thorough and systematic manner.

Too much should not be attempted, and whatever is learned should be well learned, so as to prove of value in itself as well as to become a sound foundation for later practice. Interest must be aroused and kept awake by dealing with the language as living, and, as far as possible, by oral practice and by the use of what the Germans call "Realien," (maps, pictures, and, in general, things that illustrate or interpret the life, customs, etc., of a nation). Those teachers who fear oral practice because they themselves lack fluency in speaking the language, may still achieve much in the right direction, firstly, by constant attention to their own pronunciation with the aid of phonetics (see below); secondly, by daily personal practice aloud, with the vocabulary of a connected text; thirdly, by using with their classes a modern grammar modified in the line of direct methods, and conscientiously devoting part of each day's lesson (duly prepared) to such definite oral exercises as are there suggested, or by making use of a very easy reading text for the same purpose. These exercises, however, must be definite, systematic, and regular, otherwise they are valueless. It should always be kept in mind that for the beginner the oral approach to the foreign language marks the correct method. Therefore, in the early stages of modern foreign language teaching, the ear and the speech organs should be trained first, and systematic oral practice should prevail just as much as circumstances permit. In any event, teachers should keep this ideal before them.

Supplementary teaching materials (Realien), which add so much interest to the work in the case of young pupils, are, unfortunately, hardly yet available in this country for teachers at large, especially as regards the teaching of Spanish, but, with what is now accessible, and with what the individual teacher can collect, a beginning should be made.

2. Pronunciation.

It is impossible to repeat too often that the most important aim of the first instruction is a correct and ready pronunciation of the foreign language taught. All writers on modern methods emphasize the truth that "pupils beginning to learn a foreign language have a right to hear and to learn a correct and idiomatic pronunciation of the foreign tongue." Specifically, this should doubtless be, as far as possible, the standard pronunciation used by educated people. True, we are all far from the goal in our schools and colleges; this fact, however, is only one reason more for stressing the absolute necessity of reform.

The pronunciation of French is difficult, that of Spanish is phonetically simple, yet the average pronunciation in our schools is equally bad in both cases. Some of the chief causes for this condition may be enumerated here: Incorrect or negligent pronunciation on the part of the instructor; the belief that a brief initial explanation will teach pronunciation; lack of systematic daily drill; failure to require a distinct utterance on every occasion and to afford each student ample opportunity for practice; hurried methods, etc. Above all, we have paid too much attention to translation, and, not aiming sufficiently at the control of the living language, we have done insufficient oral work, and not realized the imperative need of a good pronunciation. Teachers who themselves pronounce idiomatically sometimes assert that the pronunciation of the language is too difficult for the foreigner to acquire. These instructors forget, firstly, that such an attitude on the part of the teacher tends to discourage vigorous effort on the part of the learner, and, secondly, that even if we cannot attain perfection, it is always practicable to obtain good results by using the right means with persistence. It is even more disastrous, however, to take the position that because the sounds of a language (Spanish, for example), are simple, the student will acquire good habits without special drill.

Evidently, therefore, the teacher should begin with oral work, and devote much care to pronunciation in the very first lessons. The vocabularies of these lessons should introduce, gradually and systematically, all the most important sounds,

and there should be much drill and repetition. As the work progresses the teacher should be tireless in his efforts to teach a correct pronunciation, since no part of his work needs more constant attention; there is always considerable danger that, after the novelty has worn away, the pupil will lose his interest in the subject, and, also, as suggested above, that the teacher will tolerate in his pupils a pronunciation which is only approximately correct, and allow them to establish incorrect habits. It needs hardly to be pointed out that after pupils have formed such habits, the establishing of a good pronunciation is almost hopeless.

Assuming that the teacher has a good pronunciation, the success of his pupils will naturally depend chiefly upon the opportunities which they have of hearing him speak the language and of imitating him. Imitation, by which we learn to speak our own language, might prove sufficient in some cases, especially in the case of young pupils, if persisted in patiently for a long period of time. But, although imitation will have to be the main reliance of the teacher in any event, he will derive considerable assistance from a knowledge of phonetics. It frequently happens, for example, that the inexperienced teacher is aware of some defect in the pronunciation of his pupils, but finds it difficult to determine exactly wherein it consists. In such cases a knowledge of phonetics is sure to improve his diagnosis. If he knows the position of tongue, lips, etc., for the formation of any given sound, he may frequently help the pupil by indicating this position to him. Directions of this kind will prove helpful, and almost indispensable, for example, in teaching the pronunciation of Spanish **b**, **j**, and **r**, and of French **l mouillé** and **u**, and of a number of other sounds in both languages. Indeed, the importance of phonetics to the teacher is so great that he is hardly to be excused for failing to acquaint himself with this important branch of his subject. On the other hand, it would doubtless be a mistake to attempt to give to the pupils, especially young pupils, systematic instruction in phonetics, and to introduce the technical words of the science into the classroom.

In Europe, the use of phonetic drill and phonetic texts is one of the chief characteristics of the direct method, as was in-

icated in the introduction. However, as Mr. Handschin remarks in the work already quoted, "Where the method has been adopted in the United States, this part of the program has not been strictly adhered to." With special reference to the teaching of French and Spanish in the high schools of this state, it seems wise to recommend merely that the teachers familiarize themselves with the broad principles of phonetics. All teachers should know not only the normal position of the organs of speech in pronouncing the sounds of the foreign language, but also the chief phonetic difference between that language and English with respect to the general mode of articulation. Upon such knowledge there may be based a few general directions which will make the formation of good habits much easier for the pupils. The list at the end will contain the titles of books recommended for the above purpose; however, a few important suggestions are here appended.

In General.—The difficulties in the pronunciation of the foreign language will not be overcome by general practice only; a few minutes at the beginning of every lesson should be devoted to definite drill, throughout the first year, at least. From the beginning, words must be pronounced as parts of the phrase containing them, and the proper intonation must be taught. It is important to insist on a free, unconstrained position of the body and on clear, distinct tones at all times. Chorus work is indispensable at first; if the class is large, it must be divided into sections. The pupil must never be permitted to write or learn anything that he cannot pronounce correctly; when he fails to acquire a sound by imitation, he should receive directions which will help him to reproduce the sound more easily, and, if very slow to understand, he should be helped separately, after the lesson. The correction of individual mistakes in class may easily be overdone; it is best to see to it, through constant watchfulness and repetition of the correct form, that the mistakes do not recur. The advance work must be well prepared; prevention is better than cure. Students must be taught to read aloud as a part of their daily preparation, and it may well be borne in mind that in teaching a correct pronunciation recitation is a valuable means. It is also useful to require the pupil to spell whole sentences in the foreign alphabet, one syl-

lable at a time; calling the letters by their foreign names will help him to pronounce the words correctly. The latter method is valuable also in teaching how to divide the words correctly into syllables, and, for French, it helps the pupil to overcome his inclination to accent words strongly, as in English. For still another valuable exercise, the teacher may read a brief selection from a review reading lesson aloud and distinctly, phrase by phrase, and let the pupils render the passage by ear. Many other exercises will occur to the diligent instructor, once the importance of such drill is recognized.

For French.—(a). In pronouncing French, the lips are very active; they are strongly rounded, or the corners of the mouth are well drawn back, according to the sounds to be formed. The tongue is usually much farther forward than in speaking English. The enunciation is clear and smooth.

(b) Compared with English, French has a very definite, energetic mode of articulation; on the other hand, it has but little stress.

(c) French vowel sounds are pronounced much more distinctly than English vowels. Also, they must be pronounced as one sound, not as diphthongs (with an after-sound), as in English.

(d) It is imperative for the proper, clear, and distinct pronunciation of the French syllable, to pronounce a single consonant sound with the following vowel sound.

(e) It is important that the pupil should be taught some rules of spelling. As they are numerous and complicated, they should be taught slowly and in the order of their importance. The pupil should be taught to formulate them on the basis of a list of illustrative words. For example, the various spellings of French nasal **e** can be taught by the following list: **main, fin, fain, plein, simple, soin, sien.**

These fundamentals should be attended to at all times. The teacher who desires the minimum of phonetic directions for the formation of all the sounds in French is referred to the Introduction to *Beginners' French*, by Water and Ballard. Further details will be found in Rippmann's *Elements of Phonetics*, (*English, French and German*), and in Passy's *The*

Sounds of the French Language. All these books are readily accessible to the teacher.

For Spanish.—Comparatively little attention has been paid to the scientific study of Spanish sounds, and therefore they have been neglected in the books on elementary phonetics. The principal works on the subject will be listed in the bibliography. There is still lacking a simple, brief, elementary survey suitable for high school teachers. Of the discussions concerning Spanish pronunciation contained in the grammars published in this country, the best seems to be that found in the introduction to Olmsted and Gordon's *Spanish Grammar*. (Henry Holt & Co.) Experience in the class room suggests the setting forth of a few large practical phonetic considerations which, carefully and constantly applied, will tend to produce a fair pronunciation.

In teaching the pronunciation of Spanish to English speaking pupils the chief things to be borne in mind, as involving fundamental differences in the speech-habits of the two languages, are probably the following:

- (a) The basic differences in the position of the mouth organs, and in the way in which the mouth is opened.
- (b) The difference in quality, range, and mode of emission of *all* vowel sounds.
- (c) The difference in the treatment of final unaccented vowels.
- (d) The absence of slurred, obscure vowels.
- (e) The question of word accent, group accent, and rhythmic accent.
- (f) Division of syllables, as affecting pronunciation and spelling.

A few remarks on fundamentals under each heading may not be amiss. They are intended for the teacher only. Very young children learn to pronounce readily by imitation and practice; obviously this implies in the teacher three things: a careful pronunciation, a fair knowledge of the underlying principles, and eternal vigilance.

- (a) In pronouncing Spanish, the mouth is opened wider than in English, moderately, but definitely, with a natural, smooth, supple working of the lower jaw. Everything is enunciated distinctly; no part of a word is slurred, mumbled, or

“chewed.” The breath is given a free, smooth passage, and the lips are rounded or widened decidedly, but moderately, seldom tensely. The tongue is usually brought well forward and somewhat lowered; the tip of the tongue is very active and is always held ready to touch the teeth (usually the upper teeth), and to vibrate easily (a physiological fact which affects the proper Spanish pronunciation of **n, t, d, l, r**); the closure of the lips is not violent except in emphatic speech, the whole habit of speech being controlled by a free flow of breath-current. If the teacher tries the effect of such directions as: *la lengua contra los dientes!*; *¡la boca más abierta!*; *¡sonríanse!* (for the **i** sound in **lino**, etc.); *¡abajo con la quijada!*; and he is obeyed, he will soon hear a difference. These exercises may be made quite interesting to children; they are arduous for the instructor.

The teacher will do well to remember the classification of the ordinary consonantal sounds with respect to the place of articulation. It is simple in Spanish. The following notes eschew exceptional technicalities and detailed shades of sound:

Lip-sounds and lip-teeth sounds: **p, b, m, f, v**; also the **w** sounds in diphthongs, **ua, ue**, etc.

Tongue and teeth sounds: **t, d, c** before **e**, and **i**, and **z** in the Castilian pronunciation; **l**, the two principal sounds of **r**; **n, s** (farther back from the teeth); the compound sound **ch**.

Palatal (front) sounds: **g** in **gue, gui, ñ, ll**, the so-called consonantal **y** (in **ya**).

Velar (back of palate) sounds: **c** before **a, o, u**; **k; g** before **a, o, u**; some **w** sounds; the aspirated sounds represented by **j, x, and g** before **e** and **i**, some of which are often produced very far back (uvular).

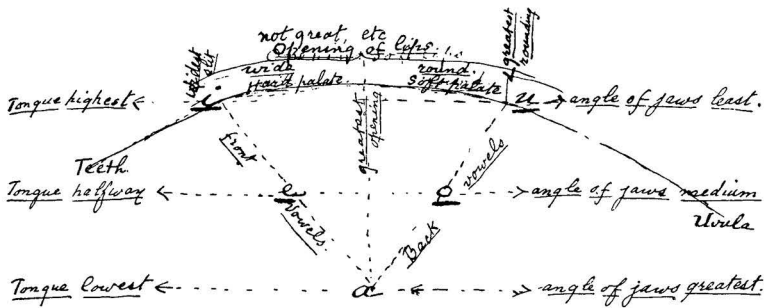
If the general position of the organs of speech is good, the only consonantal sounds which afford a specific difficulty in pronunciation are the bilabial **b, v**; the aspirated, throaty sounds of **j** and **g**; the trilled **r** and **rr**; and (because the tongue does not touch the teeth in English in forming these sounds), all the tongue-teeth sounds.

It becomes a vexed question in Texas whether the Castilian pronunciation of **z** and of **c** before **e** or **i** should be taught. In theory, it should; the Castilian pronunciation is generally conceded to be, for the foreigner, the standard pronunciation, and it

is fair to state that in many parts of the United States the Spanish American pronunciation of these sounds is made a matter of reproach to a teacher of the language. On the other hand, in some parts of this state, the question can no longer be kept academic. It seems entirely possible, however, for the teacher to explain this matter squarely to a class in the high school. Preferably, he should use the Castilian pronunciation with them; it is easier to change to the *s* sound than vice versa.

(b) The vowel sounds in Spanish are clear and distinct; they have no double or vanishing sounds, as in English. This is extremely important. On account of the peculiarities of the English vowels, all our teachers of modern foreign language would do well to familiarize themselves with what is called in phonetics the "vowel triangle," which places the vowel sounds according to the mode of formation in the mouth, and, whenever necessary, to exercise the pupils on the principal vowel sounds as they occur in the language studied.

The following diagram taken from the text-books on phonetics, is easily understood. For example when the phonetic *i* (Spanish *i*) is pronounced the tongue is raised high, the lips are at their widest slit; the angle of the jaws is not great, etc.



Let us apply this diagram to Spanish. The sounds of the Spanish vowels *a*, *e*, *i*, (*y*), *o*, *u*, when they occur in an open accented syllable, as in *lado*, *leche*, *libro*, *loco*, *luna*, are somewhat closed sounds and correspond very nearly with the normal sounds marked on the triangle. This is not the case with the same sounds (not letters) in English. There may, therefore, be

necessity for drill on the clear vowel-sounds, especially in such words as suggested. The position of the mouth should be watched.

Some grammars overlook the fact that the Spanish vowels **a**, **e**, **o**, **u**, and perhaps even **i**, have a plainly distinguishable variation in sound. Consider, for instance, the sounds of **e** in the phrase: **Es el intérprete**. In the normal Spanish pronunciation at least three sounds of **e** occur in this phrase. Let us look again at the diagram. If in pronouncing the front vowel **e** (moderately closed), we lower the tongue, and increase the angle of the jaw, we obtain an open **e** sound; if in pronouncing the back vowel **o** (moderately closed), we perform the same operation, we obtain the open **o** sound heard in **norte**. A little reflection will show that the place of formation of all the shades of vowel sound may be ascertained with the help of the diagram. Care must be given in practice to the diphthongal sounds. They must be pronounced as one sound; e. g. **tie'ne**, not **ti-e-ne**; **tu-vie'se**, not **tuv-i-ese**; etc.

(c) In no respect is the pronunciation of Spanish more atrociously mangled by English-speaking pupils than in the treatment of the unaccented final vowel. For instance, the learner tends to pronounce the final of words like **padre**, **loco**, **casa**, almost like English **ay** (in **day**), **oh!** and **ah!**, namely, with the vanish. There are several remedies for this habit. Attention to the word-accent, accompanied by drill on short sentences while consciously stressing the word accents, is effective. Teacher and pupil must watch this point and the next at all times.

(d) No new principle is herein involved. Every vowel, whether accented or not, must be distinctly enunciated. This, too, sounds easy, but it is neglected. There must be drill; consciousness of the pronunciation desired, and constant vigilance. The vowel of the final syllable in **casas**, **libros**, **padres**, respectively, for example, must not be pronounced indiscriminately like English **u** in **but**; again, in a word like **im-po-si-'ble**, none of the vowels is slurred. Slovenliness must not be tolerated.

(e) Spanish accent is not as strong as English accent, but it is subject to different laws, and plays a different part. It is not

possible to discuss it fully here. It must suffice to draw attention to a few points. The teacher should insist from the very beginning on the correct word accent, and should very early lead the pupils to infer the simple rules of accent. New words of several syllables must be pronounced vigorously and distinctly, with and after the teacher, first slowly, syllable by syllable, then more rapidly, lastly as a part of the phrase, until the relative value of every syllable is mastered. Group-accent and so-called rhythmic accent (the swing of the Spanish phrase) must be taught by imitation, repetition, and constant practice. The importance of phrase and sentence drill cannot be too strongly stressed. In this drill, special attention must be paid to smoothness of speech and to the spoken quasi-elision of vowels which makes for smoothness of phrase. For example: *¿Qué es esto?* must be spoken, *quesesto?* *¿Quiere V. venir?* must be spoken *¿quiereusted venir?* etc.

(f) Roughly speaking, the rule for the division of written syllables holds for pronunciation, and is the principle by which the drill suggested under (c) should be guided, namely: a single consonant between vowels or an inseparable consonant group in the same position, must be pronounced with the following vowel. This runs counter to the pupil's habit; he seeks to pronounce, for example, **im-prim-ir**; **vin-ag-re**; **lib-ro**; etc., and thus vitiates his vowel sounds. In this connection, attention must be directed to the character of the digraphs **ll**, **rr**, **ch**. In fluent Spanish speech, there may be exceptions to the general principle, but the learner must not be puzzled by fine distinctions at the outset. He must learn by observation, imitation, and constant drill.

3. Spelling.

It must appear that after the ear and mouth have been trained, and while the training of the eye is progressing, written spelling must be taught. Much of what has been said under the head of pronunciation will be helpful in this connection. It should be added that frequent dictation is acknowledged to be the best way of teaching spelling. Writing from dictation should be part of the regular drill in the earlier stages. It is especially important in the teaching of French. Correct spelling must also be insisted upon in all written work. Or-

thographic changes e. g. the changes in Spanish from **z** in **cruz** to **c** in **cruces**, from **c** in **sacar** to **qu** in **saque**, should be taught in practice along with the pronunciation. The written accents of a word should be taught as a part of the spelling.

4 Grammar and Composition.

During the first two years the following facts of grammar should be learned thoroughly; they should be taught as to their essentials only, and as a means toward correct usage and understanding, not as an end.

For French.

1. Forms and contractions of the definite article.
2. Uses of the definite article with partitive and inclusive nouns and with proper nouns.
3. Plural of nouns and adjectives.
4. Feminine of adjectives.
5. Position and comparison of adjectives.
6. Formation and position of adverbs.
7. Forms, uses, and position of personal pronouns.
8. Forms and uses of possessive adjectives and pronouns.
9. Forms and uses of demonstrative adjectives and pronouns.
10. Forms and uses of interrogative adjectives and pronouns.
11. Forms and uses of relative pronouns.
12. Conjugation of the regular and some important irregular verbs.
13. Negation, including all *ne . . .* expressions.
14. Numerals.
15. Interrogative word order.
16. Use of auxiliaries.
17. Rules for hyphenation and elision and use of written accents.
18. Use of prepositions *en*, *à*, and *dans* with proper nouns.
19. Important uses of the indicative tenses.
20. Use of infinitive and participles.
21. Simple types of conditional sentences.
22. A few important uses of the subjunctive.

For Spanish.

1. Forms and contractions of the definite article. (To be taught with the nouns.)

2. Uses and omissions of the articles, including simple uses of *lo*; the definite article with proper nouns; mode of expressing the partitive. (To be taught gradually, and as needed; usage first.)
3. Plural of nouns and adjectives.
4. Use of *a* with direct object. (Not too early.)
5. Feminine of adjectives.
6. Position and comparison of adjectives.
7. Apocoptation.
8. Formation, position, and comparison of adverbs.
9. Forms, uses, and position of personal pronouns. (Very important; to be taught from the beginning and practiced throughout the course. Usage very important.)
10. Forms and uses of possessive adjectives and pronouns. (Needed early.)
11. Forms and uses of demonstrative adjectives and pronouns. (Needed early.)
12. Forms and uses of interrogative adjectives and pronouns. (Needed early.)
13. Forms and uses of relative pronouns. (Needed early.)
14. Conjugation of the regular and some important irregular verbs. (Very important; to be begun early and continued throughout the course. The present, imperfect, preterit, and future of the indicative, and the imperative, with a few perfect tenses and the participles, are the most important points in the first year. Usage first and last.)
15. Important uses of *ser* and *estar*. (Needed in part very early; usage important.)
16. Negative expressions.
17. Use of auxiliaries. (To be taught along with conjugation.)
18. Passive voice, including the reflective passive. (The essentials thoroughly drilled.)
19. Numerals. (To be taught all along.)
20. Word order; interrogation; exclamation.
21. Use of important prepositions, especially of *a*, *de*, *con*, *por*, and *para*. (From the beginning; gradual progress.)
22. Important uses of the indicative tenses.

23. Use of infinitive, gerund, and past participle. (In careful practice.)

24. Simple types of conditional sentences.

25. A few important uses of the subjunctive.

The grammatical rules should never become the chief object of care for their own sake, but the study of grammatical facts should continue throughout the course. The order of presentation may be very roughly as given in the above lists, but there is, of course, no need to follow this order rigorously, and it is not always necessary to finish one topic before beginning another; in fact, it may be undesirable. In the case of some topics, as, for example, the verbs and the pronouns, it is obvious that the study must begin at an early stage and proceed by degrees. In still other cases it is better to teach topics gradually because this method affords opportunities for review of the grammatical facts already learned, with new material and in a new form. Variety and interest may thus be better served. To some extent, also, the order of presentation will depend on the plan of the material used or of the book used.

It should be borne in mind that a systematic presentation of the facts of grammar is likely to appeal more strongly to mature pupils than to younger ones, and that the form of presentation depends largely upon the age of the pupils. The direct method demands that the examples should invariably precede the rule, and, in general, whatever be the character of the method used, it is better to present the examples first, and then the rule. As far as possible, the rules should be derived from the examples by the pupil, and formulated by him. Whether the method be deductive or inductive, it is important to remember that the rules will not be remembered, or, at any rate, that the pupil will not remember to apply them, until he has had practice enough to establish habits. Now, since correct usage is the aim of the instruction, and the grammar is a means, it will be evident that there must be an abundance of practice, unwearying repetition and review, and a great variety of exercises. Furthermore, it is essential that the drill which is to fix the grammatical principles in the minds of the pupils should be chiefly oral. This drill should not be a haphazard conversation, still less a monologue on the part of the teacher; on the contrary, it should be

carefully prepared in advance for teaching certain specific facts. The method of instruction which is recommended here obviously makes greater demands on the initiative and skill of the teacher than the method which consists in the mere teaching of rules and translation of exercises in some text-book in the order in which they are found there. (It is only too well known that grammars are relied upon by teachers who do not know their subject; or who have little or no skill in teaching it.)

In this place, it may be wise to mention two objections which are frequently made to the direct method, and which teachers will do well to bear in mind. The first is, that with a method which lays great stress on the oral instruction of the class room, the pupil is not required to do much outside work. Leaving out of account the desirability of cultivating habits of industry, it will hardly be denied that the pupil learns in proportion to the efforts which he puts forth, and no method can be good which enables him to dispense with all efforts. He should be made to work both in preparation for the recitation and during the recitation. The work which he does in the class room is probably the most profitable, especially in the earliest stages, but it would prove sufficient only if the total time devoted to recitation periods were longer than it is, and if the teacher had the ability to keep his class in a high state of tension and alertness. Most teachers will, therefore, have to depend largely on preparation outside of the class room.

With the method here suggested, this preparation may consist in learning sentences or, better still, connected passages by heart; or in the careful study of the vocabulary, inflections, and constructions of a given passage with a view to approximate reproduction; or the pupil may be required to construct questions and answers based on a text; or he may be encouraged to amplify it by the use of words and idioms which he has already learned. He may also, later on, be asked to prepare, orally or in writing, exercises of a grammatical nature, based on some text. Such exercises may involve, for example, changing the tense of the leading verb in a passage and making all the corresponding changes; using the indirect construction instead of the direct; and vice versa; filling blanks in exercises prepared for the purpose; changing the active voice to the passive; supplying

dependent clauses where the principal clause is given, etc. Work of this kind assigned for home preparation is preferable to translation from English into the foreign language. If the teacher can dispense with the latter exercise, there is very little lost. The best that can be said of it is that it ensures careful study of some kind on the part of the pupil. Even this advantage seems problematical in many cases, in view of the habits of collaboration so firmly established in most schools and so difficult to abolish. The teacher should never take it for granted that the work of preparation has been well done, and, if it does not involve the handing in of some written work, he should never fail to give a brief written test in the class-room.

The other danger pointed out by conservative persons, is that the direct method will degenerate into a vague conversational method, and that the pupil will not acquire any accurate grammatical information. The result will be a very hazy knowledge, which will discourage further efforts, and, indeed, prove an insurmountable obstacle to progress. Obviously the remedy is for the teacher to be equal to the task and to have in mind constantly a well thought-out plan of instruction. If some text-book is used, as is sure to be the case, he should thoroughly familiarize himself with the plan and details of the book, consider its suitability to the needs of his pupils and to his own methods, and not follow it too closely throughout. He should have clearly in mind at the beginning of the year what facts he proposes to teach and the order of their presentation. He should frequently pause to consider what he has done and what remains to be done. In estimating what he has accomplished, he should not rely upon his impressions, but should test his class thoroughly, for he cannot be successful unless he modifies his method constantly in the light of his experience. To console himself when he fails to secure the results he hoped for, he may reflect that even a moderate success with a plan of his own is a more substantial achievement than the blind following of a method devised by some one else.

The exercises in writing should be the natural outgrowth of the drill in grammar, reading, and conversation, and must go hand in hand with that work. In the early stages, therefore, written composition should consist of such exercises as have been sug-

gested above, with constant attention to the writing of connected sentences to reproduce and develop material used previously in oral practice. Subsequently easy descriptions or narrations which have been read to, or by the class, may be freely reproduced in writing. These reproductions serve as a basis for the beginning of original composition. In addition to the suggestions for written work already given, some details will be found under the next heads.

It may be added here that carelessness in spelling and in form creeps in very easily unless teachers and students set their faces against all slovenliness. While we must not forget that a great deal of practice, oral and written, is needed to establish accuracy, and that all honest efforts must be stimulated, yet it remains true that it is imperative from the very beginning to inculcate good habits, and a familiarity with the correct forms. All written emendations should be made with care, whether the correcting is done by the teacher or by the pupils, and the correct form reviewed and emphasized in the class. On the whole, while the teacher needs to make much use of the blackboard, it is at least questionable whether the ordinary blackboard practice of classes is profitable. Many successful teachers contend that the errors which usually appear in such exercises, make the latter a hindrance to progress instead of a help by exhibiting inaccuracies in a conspicuous manner, and that the exact forms only should ever be presented on the blackboard.

5. Vocabulary and Conversation.

In the course of two years the pupil may perhaps be expected to learn from twelve to fifteen hundred words. At the outset the vocabulary will naturally be drawn from the familiar objects of the class-room, and this vocabulary may serve as a material for forming simple questions and answers. As far as is practicable, the foreign language should be the medium for the directions given in class and for all the expressions most frequently repeated by teacher and pupils. The latter might well make lists of such expressions. With a little skill on the part of the teacher and a good deal of systematic practice, this exercise will lead the class to seek to accumulate useful, everyday terms in the foreign language.

As soon as possible, however, connected narrative or descrip-

tive passages should be used as the basis of the practice work. The material should be such as is suitable for reading and also for the conversational needs of everyday life; the selections should be as simple as possible, and a suitable variety should be provided for. It is well to devote special attention, and much space in the reviews, to expressions in ordinary use, as, for example, those dealing with the time, the state of the weather, measurement and dimensions, etc., and, in general, to idiomatic verbal phrases of frequent recurrence. Unusual and technical words and idioms should be avoided, and no effort should be made to provide a stock of words for all emergencies; constant drill and repetition with a small vocabulary is preferable by far. Selections specially prepared for the purpose are better than some chance text, for the latter is almost sure to contain much unsuitable material. Obviously, the elementary text-book or material used as the basis of the general work should, indeed, be so arranged as to serve for the purpose above mentioned, and as far as possible that book should be selected with this end in view. The ideal material would consist, at least in part, of selections treating of the people whose language is being studied, their country, customs, history, etc. Unfortunately, very little suitable material of this kind is yet available for the teaching of Spanish.

In this connection it must be pointed out that our high schools stand in need of equipment (pictures, maps, etc.) to serve as a help toward systematic oral and written work in modern foreign language. It is to be hoped that, as rapidly as possible, this need will be more generally recognized, and that, in due time, it will be filled. Meanwhile, it behooves the teachers of modern language to move in the right direction by using whatever material can be made accessible. It must nevertheless be here repeated that random and haphazard work of this description is usually valueless.

6. Reading.

Although any specification of the number of pages covered must serve mainly as an approximation intended for the guidance of teachers, yet it seems fair to say that during the first two years the pupil may be expected to read about two hundred pages, including the material which is used as a basis for the

conversational and grammatical drill. The texts read may consist of a collection of short pieces or of a connected narrative. In either case they should be specimens of easy modern prose of a descriptive or narrative character. Dialogues or plays are not desirable at this stage, as they are sure to contain many difficult idioms.

There is, of course, a decided advantage in closely correlating the grammar work and the reading, but it is also important that the former should involve only a small vocabulary and a limited number of principles. On the other hand it is wise to let elementary pupils enjoy the additional benefit accruing from the practice which comes from reading a text in order to gain the meaning. This exercise also arouses interest. It follows that the total amount of reading done will contain more material than can be used profitably for purposes of drill, and that a certain number of pages will have to be read more rapidly and analysed less thoroughly. In theory, if the pupil can be taught to read without translation this method should be adopted. In practice, unless the texts read are extremely easy, and unless the difficulties of vocabulary and construction are presented very slowly and gradually, that is to say, unless some specially prepared text is available, a strict banishment of all translation will be found extremely difficult by most teachers. It must be said here, parenthetically, that such specially prepared texts are not easily found, particularly for Spanish; still, there will be some advantage if the texts used are at least of the same general character as the selections used for the work in composition, as they will be, for example, if they form a part of the same connected narrative. In any case, the most desirable course seems to be the following: namely, to use at the very beginning connected material for the combined reading and oral work so easy that translation is unnecessary, and to persevere with this method until some feeling for the language has been acquired by the class. Subsequently, many teachers will be able to dispense with translation almost entirely, while many will use it to some extent, feeling that, whatever may be urged against this method with beginners, it is a smaller evil than not understanding the texts read. If the teacher will bear in mind that this is the best justification for translation in the early stages of instruction,

he will be saved against the excessive and mechanical use of it which, for the reasons given at length in the introduction, proves detrimental to the best interests of work in foreign language. As to translation in general, a few additional remarks will be found under the suggestions offered for a third year in French or Spanish.

V. SUGGESTIONS FOR A THIRD YEAR IN FRENCH OR SPANISH IN HIGH SCHOOLS.

During the third year in French or Spanish in the high school, the work should continue on the general plan suggested heretofore. If the pupils have been carefully taught, they will possess, by the time they reach the end of the second year, a correct and fluent pronunciation, a fairly well-trained ear, a clear-cut practical knowledge of the essential facts of grammar, and some facility in reading easy selections intelligently. They will also be able to use, in simple oral and written language, a fair-sized vocabulary.

Their work in the third year should not only add to their knowledge on the lines indicated, but it should result in a very definite increase in their power to use the old and the new knowledge. Review is essential, for the fundamentals must be kept alive. The oral work must not be neglected, nor must it become mechanical or remain at a standstill, as sometimes happens in the case of students whose early work was good. The vocabulary must be much widened, and the pupil must be guided in conscious and systematic efforts to enlarge daily his stock of expressions. He should be encouraged, for example, to seek new modes of expression by expanding and varying simple phrases and sentences; to group together ordinary words that are connected by form; to glean new words and phrases from his reading, and to use intelligently a good all-French (or Spanish) dictionary. A marked degree of progress must be made in free composition, and a limited but regular amount of practice in simple translation from English into the foreign language may be profitably given.

If, as should be the case, good habits have been established with respect to simple oral and written usage, and the fundamental material is well in hand, the teacher should now lay some

stress on the disciplinary side of the study of foreign language, especially as a help towards an intelligent understanding and an effective control of the mother tongue. At the same time the pupil's interest in the foreign language taught must be rendered more alert by familiarizing him as far as possible with its human background. For this purpose newspapers, postal cards, descriptions of travel, historical anecdotes, etc., will be extremely valuable as collateral material. The wise teacher will also encourage the students to do some private reading. Every high school in which French or Spanish is taught should possess, in its library, a comprehensive dictionary in the language taught, a good bilingual dictionary of the same language and English, and some works setting forth the history and the customs of the nation or nations whose tongue is being studied, the geography of the countries in question, and related matters. Under headings similar to those used in the previous discussion, a few details are appended below.

1. Grammar. It may be well at this stage to use to some extent a systematic grammar. In any event, the topics taught during the first two years should be reviewed and treated in greater detail. The irregular verbs must be completed; sentences should be analyzed, and sentence construction carefully studied. The pupils should be taught the use of the grammar as a book of reference, and this can be done profitably in connection with the reading.

But even in the third year the intensive study of selected topics is more valuable than the attempt to cover the entire field. Many important subjects may be suggested, for example: the more difficult uses of the infinitive, of the participles, and of the subjunctive; the more detailed treatment of conditions; some of the finer shades in the use of tenses, etc. Indeed, the whole year's grammatical study might be devoted to the syntax of the verb. These suggestions apply only to the new work to be taken up in this year; the teacher will do well to continue throughout the course the drill in the essentials prescribed for the first two years.

2. Composition. As indicated above, the general method of teaching composition recommended for the first two years should be vigorously pursued. Longer and more difficult passages can

be assigned for the work. The exercises in free reproduction should be made fuller and more detailed, and it were well to begin work in free composition. For the purpose of technical drill, illustrative sentences in the grammar may also be employed, the translation of these sentences to be chiefly oral.

3. Reading. Some two hundred pages of interesting prose of average difficulty should probably be read in this year. It may be presumed fairly that by the third year the pupils will have gained some ease in reading; consequently, their interest must be quickened by many and varied exercises based on a part at least of the reading done. A certain amount of translation into English is not objectionable during this period; on the contrary, translation will prove useful if done conscientiously as an independent exercise with a definite aim. The passage to be translated should usually be brief, and the final rendering into English should always be idiomatic. Occasionally a passage consisting of ten or twelve lines may even be profitably assigned for written translation. Translation must never be employed as if it were the aim of reading, nor should the teacher resort to its use in order to prepare the lesson. Rather, students ought to learn how to translate as a means toward acquiring some degree of control of their thinking faculties as well as of their powers of expression, and on no account should they ever be permitted to stop short of an idiomatic version.

VI. DETAILED SUGGESTIONS FOR EACH OF THE THREE YEARS; TEXT-BOOKS, ETC.

For French.

First Year. Newson's *First French Book* (Newson and Co.) or Walter and Ballard's *Beginners' French* (Chas. Scribner's Sons) will prove suitable to beginners. Either book contains more material than can be used in the first year. No supplementary reading is recommended for the first year. Some such book as *Vieilles Chansons pour les Petits Enfants, avec accompagnements de Ch. M. Widar* (Plon-Nourrit et Cie., Paris), may be used to lend variety and interest to the work.

Second Year. One of the books recommended for the first year may be completed, and Newson's *Second French Book* (Newson and Co.) may be begun. A certain amount of sup-

plementary reading should be done. The text may be selected by the teacher, according to his taste, from the abundant material available in this country. It should be an easy and interesting specimen of modern prose.

Third Year. Newson's *Second French Book* may be completed. Some use may be made of Fraser and Squair's *French Grammar*. As examples of texts suitable for reading at this stage, the following may be mentioned: Malot's *Sans Famille* (Heath), Ereckmann-Chatrion's *Waterloo* (Holt), Verne's *L'Expédition de la Jeune Hardie* (Heath), Daudet's *Le Petit Chose* (Heath).

For Spanish.

In the case of Spanish, at present, there is a dearth of text-books lending themselves to the best use of the direct method in the hands of any but the most experienced teachers. The available material for reading, too, leaves much to be desired. However, some of the grammars recently published not only are very useful, but point in the direction here indicated. Several alternatives may be suggested, but the actual plan, and the text-books to be used, should be selected by the individual teacher.

First Year. The essentials in the first year may again be thus summarized: careful ear-training; pronunciation; training to read aloud; spelling through dictation; much oral and memory work; such important grammatical points as are involved in careful drill on the correct use of articles, nouns, and pronouns, the use of the present, past, and future indicative, and of the imperative, the position and agreement of adjectives, the use of *ser* and *estar*, word order, the ordinary prepositional relations. Sentences involving current idioms should be given for memory work. It is imperative to cultivate careful habits, especially careful oral and auditory habits.

The ideal text-book would be one easy enough for the beginning student and at the same time rich enough in practice and in grammatical drill to be the backbone of the three years' work. Under the present circumstances, however, it is probably best to suggest various plans.

(a). Many teachers will find it desirable to complete an elementary book such as Marion y Des Garennes' *Introducción a la Lengua Castellana* (D. C. Heath), or Dowling's *Reading*,

Writing, and Speaking Spanish (American Book Co.) during the first year. There are, of course, other brief elementary books, but those named above present the advantages of connected texts. They may be used in the light of the general suggestions previously made, the teacher introducing variety into the oral and written practice.

(b). If it is desired to begin at once with a more comprehensive grammar, the teacher would do well to select, from among the many good grammars published, one which recognizes the modern trend. Teachers are urged to consult the lists of the publishing houses that issue text-books for Spanish, and to adapt the text-books to the needs of the classes; but it may prove of some assistance to suggest the titles of a few of those grammars that emphasize a practical vocabulary and manifest in the exercises a tendency toward the connected text. For example: De Vitis' *A Spanish Grammar for Beginners* (Allyn and Bacon); Coester's *Spanish Grammar* (Ginn & Co.); Wagner's *Spanish Grammar* (The Ann Arbor Press); Olmsted & Gordon's *Abridged Spanish Grammar* (Holt & Co.). It may be suggested that, if one of these grammars is begun at the outset, or, rather, after the first oral lessons, the attention of pupils and teacher may well be concentrated at first on the vocabulary and the Spanish exercises, drills in grammar and conversation being based chiefly on the latter. Then the exercises from English into Spanish may be used in the review lessons, and teachers who believe in translating English into Spanish, or who feel that they are unable to substitute anything better, will find it a valuable practice to dictate these English sentences or a part of them in class. Provided that the work has been fully treated orally, and all words taught beforehand, the pupils will write the Spanish with a fair degree of accuracy, and the exercises will not become mechanical. In cases in which the grammar does not provide enough reading material, the teacher may make a selection from some such list as is appended below (cf. *Second Year*). The material should be very easy. Few of the readers now available are suited for the high school from beginning to end. Either they are too childish, or they are too difficult in parts.

(c). If a text-book written entirely in Spanish is preferred,

Hall's *All Spanish Method* (World Book Co.) may be found useful. This book gives prominence to the vocabulary of every day life, and would be particularly suggested, in the hands of an efficient teacher, in all cases in which the commercial value of the language is emphasized. It also contains sufficient grammatical drill. The First Book will prove too full to be completed in the first year; nor will there probably be any need for an outside reader. Nevertheless, the skillful teacher will find it wise to vary the work occasionally by means of simple stories, verses, etc., told to the class and retold or memorized by its members. In fact, this book requires experience and careful preparation on the part of the teacher. The exercises are excellent, and must be used orally and in writing, and the grammar always taught on review.

(d). Skillful and experienced teachers might elect another way of using Spanish exclusively during the first year, namely, they might use readers as the material on which to base the grammar drill, easy composition, and conversation. Unless the teacher works out a definite plan for himself, however, this course will result in vagueness and loss of time, because none of the series now on the market is so arranged as to present all the desiderata for such a course.

Second Year. The oral work of the first year to be continued; vocabulary to be enriched; more writing; more reading; the essentials of grammar completed by methods similar to those used heretofore. If an elementary book was completed previously, or if the teacher used independent methods based upon readers, one of the grammars mentioned above had probably best be taken up in this year. Besides those grammars already indicated it may be convenient to mention the following: Hills and Ford's *Spanish Grammar* (D. C. Heath & Co.), a well written formal grammar, with exercises on the detached sentence plan; Garner's *Spanish Grammar* (American Book Co.), with exercises on the same plan; the revised edition of Monsanto and Languelier's *Practical Spanish Course* (American Book Co.); Giese's *First Spanish Book and Reader* (Appleton's), intended chiefly to prepare students for reading.

The teacher who selected Hall's *All-Spanish Method* in the

first year will complete the *First Book* and begin the *Second Book*. With this text-book other reading material of a descriptive or narrative character should probably be interspersed, and the composition varied, for, in practice, such a large number of colloquial words as are found in this book may prove a heavy dose unless diluted with interesting descriptions and narrations.

As indicated previously, the total amount of reading in the first two years may well cover two hundred pages or such a matter. Some texts are here mentioned: Harrison's *Elementary Spanish Reader* (Ginn & Co.); Ramsey's *Spanish Reader* (Holt); *Lecturas Escogidas* (Silver Burdett & Co.); *Second and Third Spanish Readers* (Silver Burdett & Co.); the readers in the *Serie Moderna* (American Book Co.); Turrell's *Spanish Reader* (American Book Co.); Hills's *Spanish Tales for Beginners* (Henry Holt & Co.); Bransby's *Spanish Reader* (D. C. Heath & Co.); Fontaine's *Flores de España* (American Book Co.); *Doce Cuentos Escogidos* (W. Jenkins & Co.); Giese and Cool's *Spanish Anecdotes* (D. C. Heath & Co.); Escrich's *Fortuna* (Ginn & Co.); Alarcón's *Novelas Cortas* (Ginn & Co.); Valera's *El Pájaro Verde* (Ginn & Co.); Asensi's *Victoria y otros Cuentos* (D. C. Heath & Co.); etc. Lists are suggestive only.

Third Year. While the oral work must be kept alive, more stress should now be laid on written composition. The general principles to govern the written practice have already been indicated. There should be much free reproduction work, letter writing, and some simple free composition. Crawford's *Spanish Composition* (Holt); Umphrey's *Spanish Prose Composition* (American Book Co.) and Harrison's *Spanish Correspondence* (Holt) are useful books. Up to the present date, there is no all-Spanish book on composition available in this country. It is advisable to have much oral and written work based on the reading. Cultivate accuracy in thought and expression, and make sure of a good working vocabulary.

The text-book which has been used (whether it be Hall's *All-Spanish Method* or one of the grammars mentioned above) should be completed and grammatical topics reviewed, as already suggested. As books of reference, Hills and Ford's or Ramsey's *Spanish Grammar* (Holt) are admirable. The latter, however, is entirely too difficult for constant use by high school students.

It is better for it to remain chiefly in the hands of the teacher, together with a good all-Spanish grammar, such as one of the following:

Real Academia: *Gramática de la Lengua Castellana* (1913).

Bello y Cuervo: *Gramática Castellana*. (Paris, 6th or later edition.)

R. A. de la Peña: *Gramática de la Lengua Castellana*. (Mexico, 2nd edition.)

Concerning the reading to be done in the third year enough has been said already. Probably some 200 pages should be read. There are a good many texts available; some idea of suitable texts may be given here by mentioning Valdés's *José* (D. C. Heath); Alarcón's *El Capitan Veneno* (D. C. Heath); Galdós's *Marianela* (American Book Co. and D. C. Heath); Quintana's *La Vida de Vasco Nuñez de Balboa* (Ginn & Co.); Alarcón's *El Niño de la Bola* (American Book Co.). It is well not to read too much material of the same kind. At this stage such plays as *Tres Comedias Modernas* (Holt) give variety and practice in colloquial idiom; some poems should be memorized. In the reading of novels the background should be brought out; for example, talks in Spanish on the geography of the north of Spain, the life of the people, etc., should accompany the reading of *José*.

It goes without saying that the above remarks are intended merely as suggestions and helps. In the light of his own experience every teacher may see fit to vary or combine plans. For example, some teachers who prefer to use one text-book in grammar as the mainstay of the course may elect to use topics from Hall's *All-Spanish Methods* throughout the three years as collateral work; others may find *The Pictorial Spanish Course* (Little, Brown & Co.) useful for this purpose; still others (and in experienced hands this is an excellent plan) may systematically accumulate their own material for oral work. The only indispensable condition is a plan, carried out systematically, and with a view to definite results. What these results should be, has already been considered.

SOME BOOKS RECOMMENDED FOR TEACHERS.

1. Methods.

Henry Sweet: *A Practical Study of Languages*. (Holt.)

Leopold Bahlsen: *The Teaching of Modern Languages*. (Ginn & Co.)

Otto Jespersen: *How to Teach a Foreign Language*. (The Macmillan Co.)

Charles Hart Handschin: *The Teaching of Modern Languages in the United States*. (U. S. Bureau of Education, Bulletin, 1913. No. 3.) Although German is the object of primary consideration, this little work is suggestive for all teachers of modern foreign languages. The bibliography is very useful.

NOTE.—The school of Romance Languages of the University of Texas plans to issue in the near future, in the Foreign Language Teachers' Bulletin, lists of references and other information useful for teachers of French and Spanish.

2. Phonetics and Pronunciation.

Paul Passy: *The Sounds of the French Language*. (Oxford Clarendon Press.)

Walter Rippman: *Elements of Phonetics, English, French, and German*. (Dent & Sons, London.)

There is no simple work on the sounds of the Spanish language, adapted to the needs of teachers. The principal works on Spanish phonology are the following:

Fernando Araujo: *Estudios de Fonetika Kastelana*. (Santiago de Chile, 1894.)

F. M. Josselyn: *Etudes de Phonétique espagnole*. (Paris, 1907.)

M. A. Colton: *La Phonétique Castillane*. (Paris, 1909.)

In conclusion, the effective teaching of modern foreign language demands aptness, preparation, efficiency, devotion, and constant alertness on the part of the teacher. The character of the work done is always more important than the amount. We should be sensitive to the duty and privilege which is ours in this time of transition in the methods of modern language teaching, and bear in mind that the task is well worth while, despite all difficulties in the way.

The teachers in the school of Romance Languages of the University will esteem it a privilege to be of service at any and all times to their fellow teachers of French and Spanish in the high schools. Inquiries concerning any detail will be welcomed.

