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Devices to interest junior high school pupils in the study of French

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GRADUATE SCHOOL

Thesis

Devices to Interest Junior High School Pupils in the Study of French

by

Mary Power Burns
(B.S., Boston University, 1931)

submitted in partial fulfilment of the requirements for the degree of Master of Arts

1933.

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Devices to Interest

Junior High School Pupils

in the

Study of French.

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Devices to Interest
Junior High School Pupils
in the
Study of French.

I.
Introduction.

A. Requirements of Pupils and Teacher.

Since one can do what one likes better than what one dislikes, my aim in teaching French to Junior High School pupils has been to keep them interested in the study of the language. According to Monroe the characteristic of being interested in something means that the pupil "prefers" or "likes" the activity.* It is frequently stated that the teacher who succeeds in making her subject interesting will have few disciplinary troubles.**

As a rule, students enjoy intense mental activity, particularly if they are engaged in doing something which they can do reasonably well. Teachers should create opportunities for each member of the class to be active and should insist upon high standards of work. Wrong methods of making school work interesting result in inferior teaching and will not prevent, nor cure disciplinary difficulties.*** A teacher's interest in her subject and in the

* Walter S. Monroe: Directing Learning in the High School p. 319
** do do p. 356
*** do do p. 356
task of teaching is a potent factor in interesting students in any subject.* The teacher should never forget that she is a "director of learning". It is probably impossible for the teacher to maintain a high pitch of enthusiasm at all times but she should be interested in her subject and as there is opportunity she should display this interest.**

French is a live language so it must be the language of the class room. The teacher must have a thorough knowledge of the language so that she may speak it fluently and easily. From the very first day under such conditions, pupils are able to speak French. Children are eager to use a foreign language to show their superiority over their friends who know only the mother tongue. The teacher's example is an important factor in the engendering of interests and ideals. Hence, she should make evident her appreciation of the values she wishes her students to appreciate. Enthusiasm and interest are "catching". Evidence of the fact is furnished by the way in which an audience responds to a speaker who is interested in his subject.***

In the Intermediate or Junior High Schools of Boston, pupils who have an A. or B. record in the sixth grade may begin the study of French in grade seven. These pupils accomplish Unit I in grades seven and eight and Unit II in grade nine. Unit I may be studied in the ninth grade or

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* Walter S. Monroe: Directing Learning in the High School p. 357
** do do p. 109
*** do do p. 107
even in the tenth grade. Those who begin Unit I in grade seven gain more fluency in the language than those who cover the material in one year.

B. French Classroom.

The French classroom must always be so attractive that pupils will enjoy spending their time in that room.

1. Realia.

French posters, if mounted on cardboard, varnished and framed are useful in explaining French customs, and in adding interest to French stories. For instance, La Cathédrale de Reims is a beautiful example of Gothic architecture so perfected in France and of the faith of the French people. It adds interest to the story of Jeanne d'Arc read in the ninth grade. It is useful in discussing France's participation and suffering in the World War. Mont Saint Michel serves as another example of the faith of the French people and their artistic ability. If the teacher has purchased posters of places which she has visited, she is able to interest the class more with the incidents connected with her visit there. Never will I forget my visit to Mont Saint Michel about June first when at ten o'clock at night (day-light saving time), I saw the sun setting on the horizon while the moon was shining on that wonderful Gothic structure and the sea was lashing against the wall.
While the eighth grade class was reading the story of Remi,* the poster of Carcassonne together with my description of walking between, on and inside those massive walls, interested one pupil so much that he constructed La Cité de Carcassonne, out of cardboard.

I have discovered through the use of French posters, many pupils are desirous of visiting France and thus an interest for a better knowledge of French has been created. I have tried to have posters from the various provinces of France.

A French room should always have a large map of France and if possible a map of the world to show the size of France as compared with other countries and also the various colonies that France possesses in different parts of the world which are centers of French civilization. The map I use is a large cardboard one, such as is used in French schools. It can not be rolled so the pupils are able to study it whenever they are interested.

A French flag and calendar are a necessity to give a French atmosphere to the room. Other French illustrative material as magazines, dictionaries, postcards, and newspapers may be used from time to time to add interest to the permanent Realia.

"One of the aims of instruction in the modern

* Albert A. Méras: Le Premier Livre p. 88
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foreign languages is the arousing of the interests of the pupils in the foreign nation and its position in the world of art, literature and science. This interest can be stimulated by an effective use of Realia".*

The pupils in the French Club may aid the teacher by making a collection of Realia. To show the different colors, they can make a collection of papers, pencils, pens, cloth and books. A doll's house can be made from wood or cardboard. It can be divided into more than one story, showing the various rooms on each floor. Each room may then be furnished. Large dolls' beds and bedding may be made. A collection of all that is necessary for setting the table is useful, as a tablecloth, napkins, plates, glasses, cups, saucers, knives, forks, spoons, a vase and flowers.

A phonograph with some French records is indispensable to aid the pupil to hear French sounds spoken by a person different from the teacher. Songs, poetry and prose are learned and enjoyed if taught by means of phonograph records. A record never takes the place of a teacher but with a good teacher, it is an aid in acquiring good pronunciation and good diction.

The most complete list of Realia for French instruction may be obtained by sending thirty-five cents in stamps to Dr. Stephen A. Freeman, Middlebury College,

* Tentative Syllabus in Modern Foreign Languages - University of the State of New York. The French Review Nov.1931-p.133

The following addresses and material which has been most helpful in creating interest in my classes may be constantly added to:

**Railway Posters**

Railways of France, 701 Fifth Ave., New York

50¢ apiece - minimum of four

Mrs. H. K. Held, Mount Holyoke College, South Hadley, Mass.

Chemins de Fer de l'Est, 13 rue d'Alsace, Paris (10e)
Chemins de Fer du Nord, 18 rue de Dunkerque, Paris (10e)
Chemins de Fer du Midi, 54 Boulevard Haussman, Paris (9e)
Chemins de Fer d'Orléans, 8 rue de Londres, Paris
Chemins de Fer du P.L.M., 88 rue St. Lazare, Paris
Chemins de Fer d'Alsace et de Lorraine, 10 rue du Quatre-Septembre, Paris
Chemins de Fer d'Orléans, 1 Place Valhubert, Paris (13e)
Charts


Maps

France par Départements. - Europe (physique ou politique) 25 francs pièce - 1 mètre 20 x 1 mètre. Librairie Armand Colin, 103 Boulevard Saint-Michel, Paris (Vᵉ).

Newspapers and Magazines.

Le Petit Journal. Doubleday, Doran and Co., Garden City, Long Island. $1.50

L'Illustration. 13 rue St. Georges, Paris (IXᵉ) $15.00

Encyclopédie Par Image. Librairie Hachette, Paris. 4 francs.
Le Français. 11½ East 87th St., New York. $1.00

French Clubs.

Rules of Order by Caroline Stevens, Oxford University Press, 35 West 32nd St., New York.

Le Cercle Français by R. P. Jameson, Oberlin College, Oberlin, Ohio.

The French Club by M. M. Miller, Teachers' College, Emporia, Kansas.

Games.

Some Games for French Clubs by Prof. John Hess, D. C. Heath & Co.,

S'Instruire en s'amusant. Delery and Renshaw, Allyn and Bacon

Loto - drill on numbers.

Construction de Phrases avec Des Cubes by Lucy M. Bruhn, Schoenoff's, Boston.

The French Club by M. M. Miller, Teachers' College, Emporia, Kansas.

Records.

Institut de Phonétique, Université de Paris, Paris and Pathé Frères, Paris - La Fontaine's Fables - La Chèvre de M. Seguin, as well as a series of vowels and sentences for intonation.
Aeolian Co., 32 Avenue de l'Opéra, Paris - Chansons de Bob et de Bobette and other disks by the child actors of the Théâtre du Petit Monde.

Victor Talking Machine Co., Camden, N. J. - Songs: Au Clair de la lune; Il pleut, il pleut bergère; Fais dodo, Colas; Trempe ton pain; La Mère Michel; Le Pont d'Avignon; Ah! vous dirai-je, maman; Frère Jacques and many other useful songs.

Student Educational Record Inc., Lakewood, N. J.

International Correspondence.

Educational Correspondence at Peabody College,
Nashville, Tenn.


Collections of French Songs.


About 50 songs with detailed directions for gestures, dancing and marching, diagrams, and directions for making costumes.


French Songs - Walton & Ballard. Chas. Scribner's, N. Y.
Tests.

The Ten Minute Drills in French by A. L. Briggs.

G. W. Craigie, Portland, Me.

My Progress Books - American Educational Press, Inc.,
40 S. Third St., Columbus, Ohio.

Nation Wide Every Pupil Scholarship Test - Bureau of
Educational Measurements, Kansas State
Teachers' College, Emporia, Kansas.

Lantern Slides and Films.

Motion Picture and Stereoptican Slide Service - published
by Commonwealth of Massachusetts,
State House, Boston, Mass.
Office Français du Tourisme - 4 E.
52nd St., New York. (no charge).

Miscellaneous Objects.

Dolls in costume - Grands Magasins du Louvre, Paris.
French calendar - Schoenoff's, Boston or Le Château,
Middlebury College, Middlebury, Ver-
mont. (send 35¢ in stamps)

French coins - ) Madame Held,
French stamps - ) Mount Holyoke College,
French post cards - ) South Hadley,
French sabots de bois - ) Massachusetts.
II.

Devices in Grade VII.

A. First Lessons.

In grade VII young pupils are introduced to the study of French in such a way that they may enjoy the language and that a desire may be created to continue the study. Youth is the time of interest in new things. Therefore interest and the play element are the greatest help to foreign language teachers of this age. A simple but useful vocabulary is built by means of the Oral-Self-Expression Method.* Reading of short, easy stories is recommended but not until after several weeks of drill on vocabulary and pronunciation. The use of phonetic symbols is not recommended but pupils must be taught how to pronounce the French sounds correctly. Words illustrating the different combinations of letters which represent one sound should be grouped and kept constantly before the eyes of pupils. Charts to illustrate these sounds should be used in every elementary French class. Lists of similar sounds should be prepared by pupils. The teacher pronounces the sound clearly and distinctly several times. The class repeats the sound in unison but the teacher must be keen enough to detect the

* L. J. A. Mercier - Junior French
slightest mistake in this concert work. Individuals may then be called on to give the sound but no error in pronunciation is ever allowed to go unchallenged.

The classroom makes a very good beginning for vocabulary building. New words should be taught by means of objects. All through the year, the use of objects, pictures and charts is of the greatest help and interest to the pupils in aiding them to acquire the vocabulary. No more than six new words should be taught each day. Pronunciation of each new word is carefully drilled. When the object is shown the teacher pronounces the name clearly, slowly and distinctly at least three times. The class repeats the word which is then written on the blackboard. Individuals are called on to pronounce the word. The slightest error in pronunciation must be corrected. Each noun should always be accompanied by its corresponding article. This is an effective way to teach gender.

The baby learns a few simple words and then gradually uses sentences, so French is taught to beginners. When the class has learned the name of the object, the teacher may use the word in a sentence as: la chaise - C'est la chaise. Through her motions and repetition of the sentence, the class soon grasps the meaning and repeats the sentence, C'est la chaise. Then the teacher says: Est-ce la chaise?
and with a nod, C'est la chaise. After two or three repetitions the class answers the questions and then individuals answer each question by pointing to the object and saying, C'est la chaise.

After two or three objects have been taught as la table, le téléphone and used in sentences, oui and non may be taught but the negative form of the verb is not necessary for several days. The teacher points to la table and asks, Est-ce la table? The class repeats Oui, c'est la table. The teacher points to the table and asks, Est-ce la chaise? and the class answers Non, c'est la table. In this way a few objects give opportunity for conversation from the beginning. How happy and interested the children are! New expressions are always written on the blackboard. For drill and summary of the lesson, the words and expressions on the blackboard are pronounced by the teacher, repeated by the class and copied into notebooks by the pupils since no text books are to be used during the first few weeks.

The second day the same objects, questions and answers are pronounced by the teacher, repeated by the class and individuals. For additional interest, mademoiselle and monsieur may be taught. Est-ce la chaise? Oui, mademoiselle, c'est la chaise. This gives an
opportunity to talk about French politeness. French customs must be discussed whenever the opportunity arises in order to make the language known as that of a living people. Additional objects in the classroom may be taught in the same manner as on the preceding day.

From the beginning a few letters of the alphabet may be taught. After they have learned the entire alphabet, the alphabet song may be taught by rote:

A B C D E F G
H I J K L M N O P
La, j'ai dit mon alphabet,
Dit'- moi si ce n'est pas gai.*

Both the learning of the alphabet and the French song bring interest to the class. The children arrive each day knowing they are going to learn something new and they will have an opportunity to make use of what they have already learned. What pleasure they get from spelling French words with French letters of the alphabet!

Colors can be introduced at an early stage and used as drill for words already learned. De quelle couleur est le téléphone? Le téléphone est noir. When the colors are copied into the notebooks, they may be illustrated by having the correct color painted opposite the name. Gradually the pupils become very much interested in their notebooks. All new words, expressions,

* J. E. Spink and V Millis - Colette et Ses Frères - p.17
songs, and games are copied into the notebook and illustrated whenever possible. Masculine and feminine nouns are kept in separate columns, which aids the memory. Adjectives are written in their four forms. La Table des Matières is kept so that the notebook is really Mon Livre Français for the pupil.

During the first few weeks the pupils have acquired a reasonably large vocabulary and are happy to answer such questions as:

Qu'est-ce que c'est?
Comptez les tables.
Combien de livres y a-t-il?
De quelle couleur est le drapeau français?

B. Counting.

Counting may be started at an early stage. Care must be taken not to teach too many new words at a time, lest the pupils become confused and lose interest. Counting may be taught daily in groups of five up to thirty, then in groups of ten to one hundred. Objects are counted by teacher, then by class, then by individual pupils. In this way Comptez and Combien de are introduced and serve as a basis for review of objects already taught.

1. Song.

To add interest and variety to the counting, a
song may be introduced when you are sure they can count correctly to douze:

Un, deux, trois,
Nous irons au bois,
Quatre, cinq, six,
Cueillir des cerises,
Sept, huit, neuf,
Dans mon panier neuf,
Dix, onze, douze,
Elles seront toutes rouges.*

2. Drills.

Numbers offer various devices for drill and games.

Comptez par cinq.
Comptez par dix.
Comptez par deux jusqu'à -

Multiplication tables.

Arithmetic game 1 + 1 + 2 x 2 =?

La réponse est -?
Est-ce correct?

The teacher writes various numbers on the blackboard. The class or individuals give the numbers in French.

3. Game.

Loto furnishes a good drill for reviewing the numbers and the children enjoy the game. At first the teacher calls the numbers and the pupils cover the corresponding numbers on the cards in front of them. They love to call Fini when their card is the first covered.

C. Greetings.

At an early stage greetings may be taught. There

* Noélia Dubrule - Le Français Pour Tous p.11.
should be some way to greet the class daily as:

Bonjour, mes amis!
Bonjour, mademoiselle!
Comment allez-vous?
Très bien, merci, et vous?
Très bien aussi!

This involves a series of lessons. At first the class is delighted to learn Bonjour. Another day, Comment allez-vous? and Très bien, merci but when et vous is later added every pupil is pleased to know he is learning to speak more and more French and is able to carry on a conversation. Pupils greet one another. One pupil leaves the room; raps at the door; another pupil opens the door and greets the first one. Later the expression, Entrez, s'il vous plaît, may be taught. Action brings life to a class and should be introduced at all times. The class is always dismissed by the expression Au revoir, mes amis! Au revoir, mademoiselle! Later when they learn the days of the week, à demain or à lundi is added. One seventh grade class took great delight in saying Au revoir, mademoiselle! when the bell rang so that I was obliged to answer them.

D. Verb Study.

The present tense of avoir may be taught in connection with the class room expressions. Verbs are never taught as isolated verb forms but in complete sentences.
The teacher holds a pencil, points to herself and says several times _J'ai un crayon._ The members of the class hold pencils and repeat _J'ai un crayon._ The same is done with other objects and finally the teacher asks: _Avez-vous un crayon?_ The following day a boy is asked _Avez-vous un crayon?_ Oui, mademoiselle, _j'ai un crayon._ is the answer. He remains standing and the teacher pointing to him says _Il a un crayon_ which the class repeats. He holds another object and states, _J'ai un livre_ and the class repeats, _Il a un livre._ The teacher writes the expression on the blackboard, calls on another pupil and asks, _A-t-il un crayon?_ The class or an individual answers _Oui, mademoiselle, il a un crayon._ Elle _a_ is taught the same day. The plural forms of _avoir_ are taught in the same way, taking three days. The verb has been copied into the notebooks and the use of _tu_ is explained.

The interrogative form of _avoir_ is copied into the notebooks and easily learned because the teacher has been using it in asking questions. It offers no difficulty. The negative form is easily grasped after a little explanation and the children are delighted to use longer sentences as _Non, mademoiselle, je n'ai pas un livre, j'ai un cahier._
E. The Family.

The family is a good unit to study after the classroom. It can be taught from pictures or charts. It serves as a review for questions already taught, for counting and for the use of avoir.

1. Grammar.

The verb être and adjectives may be taught in connection with the family.

a. Verb être.

Je suis une dame.
Il est un garçon.
Elle est une fille.

How amused they are when such questions are asked as:

Êtes-vous la grand'mère?  Êtes-vous le grand-père?

b. Adjectives.

Adjectives may be taught in pairs of opposite meanings:

grand - petit
jeune - vieux
joli - laid

2. Song.

To add interest Fais Dodo is taught. It is a very popular French song with the various classes.

3. Posters.

The pupils enjoy making posters of La Famille. They cut out pictures of people, paste them on a paper or
cardboard, arrange them carefully and label the various members of the family from le bébé to la grand'mère, including les tantes, les oncles and les cousins. If they have a talent for drawing and prefer to draw the members of the family, they are urged to do so. The entire lesson is correlated with the Art lessons. The best posters are hung on the bulletin board as an incentive. This serves also as a review for the advanced classes who delight in seeing what the beginners have done and recall the joy they had in making similar posters.

F. Clothing.

Clothing seems to follow La Famille. A girl's clothing may be taught one day and a boy's the next or vice versa. A girl or boy may stand in front of the class as a demonstrator. The pupils enjoy standing and naming their own clothing. Clothing is a splendid review for colors and the family.

1. Dolls.

To increase interest, dolls may be shown wearing the provincial costumes. Even the boys enjoy the costumes. This gives an opportunity to talk about costumes and customs of some of the old provinces of France as well as to show their location on the map. Alsatian and Breton costumes are discussed from the French posters in the class-
After the clothing and colors have been named, the dolls are hung on a bulletin board for further enjoyment.

2. Posters.

Posters of Les Vêtements similar to La Famille are made and the best ones mounted.

G. The House.

The exterior and interior of the house furnishes another good unit to connect with the family and to review the vocabulary already learned. Large charts of French houses are used as a basis for the vocabulary and conversation. By this time possessive adjectives have been introduced, at least mon, ma, mes, son, sa, ses.

1. Pictures and Charts.

Pictures of a house and the various rooms inside the house are labelled and pasted into their notebooks to further the interest of making attractive notebooks. Charts of the house and its rooms are also helpful to the pupils.

H. Domestic Animals.

With la maison, les animaux domestiques, le chat, le chien, le cheval, la vache, la poule, may be taught. A story about each animal may be written on the blackboard, the pupils giving the sentences in answer to the teacher's questions. The stories are copied into the notebook,
illustrated and memorized.

Example:

Mon chat est un animal domestique. Il n'est pas un animal sauvage. Il est petit. Il est noir et blanc. Il s'appelle Minet. Il fait miaou, miaou quand il est triste. Quand il n'est pas triste, il est content. Quand il est content, il fait ronron, ronron.

I. Days, Months, Seasons.

The days of the week, months of the year, and seasons of the year furnish an interesting series.

1. Application.

Every day after the greeting, the class is asked, Quel jour est-ce aujourd'hui? and they enjoy answering, C'est aujourd'hui lundi. Every opportunity is offered to make the classroom a live one and give the pupils an opportunity to use and hear good French. Expressions of weather may gradually be introduced. After the months of the year are taught, the date is always written in French. The entire heading for all papers is written in French:

Le Nom de l'élève
L'Ecole ---
La Classe VII F Le 4 octobre, 1932.
Le Titre.

J. Telling Time.

Telling time furnishes the next practical and
interesting study.

1. **Method.**

An old clock may be used to move the hands around. A pupil's interest lags if he is not able to understand and thus he begins to fall behind the other members of the class. Consequently begin with the easiest and gradually work up to the most difficult. In telling time begin with even hours for one day's lesson.

   Il est une heure: deux heures etc.  
   Il est une heure et demie.

For drill, the hands of the clock may be quickly changed and individuals are asked **Quelle heure est-il?**

Another day may be taught:

   Il est une heure cinq.  
   Il est une heure dix.  
   Il est une heure et quart.  
   Il est une heure vingt.  
   Il est une heure vingt-cinq.

A page of the notebook is headed **Quelle heure est-il?** Small dials are drawn down the left hand side of the page by tracing around a five cent piece. The time as taught from one o'clock to half past one is written opposite each clock. This furnishes something for home study as well as adds to the attractiveness of the notebook.

The following day, the other half of the dial is taught, written in notebooks and drilled. **Midi** and **minuit**
are also introduced. Habits of language are established through repetition of language material in the focus of consciousness.* Consequently the class is daily asked Quelle heure est-il?

K. Monologues and Dialogues.

Young children delight in talking and doing things. Since "we learn to do by doing", as Dewey says, every opportunity should be given to children to act out what they are doing. The monologues and dialogues in "Junior French" by Professor L. J. A. Mercier of Harvard University give various opportunities for oral expression accompanied by action.

Example:

Je prends un livre.
J'ouvre le livre.
Je regarde la France.
Je tourne la page.
Je ferme le livre.
Je mets le livre sur le pupitre.**

Actions are performed and repeated first by the teacher, next by the class, then by individual pupils.

The imperative forms of the verbs are easily taught from these monologues and thus a dialogue is acted first by the teacher and one pupil, later by two pupils.

Prenez le livre.
Je prends le livre.
Ouvrez le livre.
J'ouvre le livre.

* L. J. A. Mercier - Junior French p.11
** do do p.1
Regardez la carte.
   Je regarde la carte.
Tournez la page.
   Je tourne la page.
Mettez le livre sur le pupitre.
   Je mets le livre sur le pupitre.*

These monologues also serve as an excellent way to teach prepositions. An interesting way to review prepositions is to draw a barrel on the blackboard, draw a cat on the barrel, beside it, in it, near it, to the left of it, to the right of it and ask various pupils: Où est le chat? The same may be done with an arrow and a house or with a hat and a pencil.**

L. **Use of Text Books.

By December first, the pupils have acquired a vocabulary large enough to enable them to use books. There are many simple ones ready for beginners. Care should be taken that the vocabulary of the first few lessons has been taught so that the pupils may enjoy reading these stories. What pleasure they derive from reading and understanding the short selections! The stories furnish a basis not only for reading, but for conversation, dictation, memory work, vocabulary building and verb study. The teacher must always keep in mind, it is her duty to interest the pupil in the work and so it must never become monotonous or boresome. Songs may be

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* L. J. A. Mercier - Junior French p.1
**Course: Methods of Teaching French - Prof. Lambert - Boston University.
interspersed with reading. How they love to dance and sing
Sur le pont d'Avignon or act and sing Au Clair de la Lune!

Despite the fact that the pupils know the words of
the story, they must never in this grade be asked to read a
story until the teacher has first read it to them. Often
it is helpful for the teacher to read the story to the class
with the books closed, again with the books open. The
class always reads in unison to give the teacher the oppor-
tunity to correct poor pronunciation and to give timid
pupils courage to read. By this method the individual is
then prepared to read aloud.

M. Action Lessons.

1. Setting Table.

Setting the table serves as a device to teach the
names of articles used on the table. It serves also as a
review for prepositions. Even the boys delight to come
before the class to set the table. It is tactful to let
the boys volunteer at first lest a timid boy be afraid the
others would make fun of him and he thus would begin to
dislike the study of French. Food and flowers make a good
study to follow setting the table.

Booklets may be made which include charts of:
Le Couvert.
Le Petit Déjeuner Américain.
Le Petit Déjeuner Français.
Le Déjeuner.
Le Dîner.
Les Fleurs.
Deux Descriptions.
   Je Mets le Couvert.
   Les Heures de Mes Repas.

All charts and compositions are tied together with blue, white and red ribbon, the colors of France. Appropriate pictures are placed on the cover. From cover to cover everything is in French.

2. Making Beds.

Dolls' beds may be used to teach bedclothes and how to make beds. Boys as well as girls enjoy making the beds before the class and telling what they are doing.

N. French Money.

French money brings still more interest and life to a French class. The words are constantly used in reading lessons. The money may be passed around the class and by means of a table on the blackboard, show that the decimal system is used, based on the franc.

0. Summary.

In June 1930, 1931, 1932, after all books had been collected, I asked the pupils to write me letters in English telling honestly what they liked and what they did not like in French so that I might be helped to plan a
more interesting course in French for the next year. These letters were a revelation to me and gave me the idea of this thesis. I hereby submit a few of them to prove that the study of French in grade VII appeals to pupils if presented in the proper manner.

1. **Letters from VII Grade Pupils.**

   Winship School.  
   Brighton, Mass.  
   June 22, 1932.

Dear Miss Burns,

I have enjoyed the French this year very much. It is different from any of the studies I have had. I read many interesting stories which I liked very much. The charts we made for our home lessons were very interesting. The songs we had were interesting especially "Sur le Pont". I liked to read the stories the best of anything we had. It made the French lesson more interesting. The stories were so interesting once I started them I had to finish them.

Yours truly,
A pupil of 7E  
Marjorie W.
Winship School,
Brighton, Mass.
June 22, 1932.

Dear Miss Burns,

I enjoyed French very much this year. I liked the way you taught us new words and objects etc. In Canada my aunt said that they had to learn the whole vocabulary first and then they proceeded in French. I think that is a harder way of learning. I enjoyed the part of French where we made those booklets. I like to make them. I loved to hear you talk about France and their customs. It is amusing. I am glad I am taking French next year.

Your affectionate pupil,
Jean S.
La Classe 7E.

Extracts from other letters:

"I have enjoyed French very much this year and I think it is my favorite study. It is so interesting to find out what the children do in France. I think the part I liked best this year was when we read about 'Colette et Ses Frères'. It is so interesting to see what the children and adults do when they are at home".

Mary D. (1931)

"I have enjoyed French very much and I was always waiting for the period to come when we had French".

Helen B. (1931)
"I took French this year because the children who have taken it say it is very interesting. I like French very much because I like the keeping of the vocabulary and the songs which we have in our notebooks. I expect to take French next year".

Edith J. (1930)

"This year during our French lesson each day I enjoyed it very much. Each day there was something new learned. It was not a very easy lesson but very interesting. I tried hard to do my best and liked to do it".

Alice C. (1930)

"I like French because it makes your brain work and not your hands, also because the book we had appealed to me. It was very humorous and also taught a lot. I always liked to read English and I found out it was the same way with French".

Robert M. (1930)

"I took up French because I thought it would be interesting as it proved to be. I hope to continue French for years to come. There are a few things that I thought were particularly interesting. One was that the teacher always before each lesson illustrated and taught us words that were to come in the following lesson".

Sumner R. (1930)
"During the winter when we made pictures of the family and of the clothes I enjoyed it very much but making the book of the table I liked better".

Dorothy B. (1932)

"The part I liked best was the names of food, because I could tell my mother them as she would be interested".

Bertha G. (1932)

"I think the reason I found French so easy was because it was the most interesting subject I have ever studied".

Ada R. (1932)

"I seemed to like French the best because you are learning a different language and still you have fun talking to people. I enjoyed the setting of the table and foods and reading the stories".

Elva Mc. (1932)

"A girl told me that you were a very nice teacher and made the lessons easy because you explained everything clearly. During the past year I have found much enjoyment in studying French because you took it step by step and explained it so we all enjoyed it and want to continue it again next year".

Nora C. (1930)
"My sister who is taking French in Latin School is able to talk to me in that language and we have great fun doing this. I like the reading the best as it explained the customs of the French children and their methods of play. Since I have taken French this year, I am anxious to learn more".

Wilson O'K. (1930)

"I think the correct pronunciation of French and its sound is very beautiful".

Catherine B. (1930)

"At the first of the year I enjoyed French very much. When I started to go to the dentist, I would miss what they learned that day. Then when I came back, I would not know what to do. When I stopped going to the dentist, I could understand it better. I would not give it up for anything".

Celia W. (1930).
III.

Devices in Grades VIII. and IX.

Methods of teaching French in grades VIII. and IX. differ considerably from those used in grade VII. The pupils consider themselves young men and women and want no "baby work" as they now look back upon the work of grade VII., despite the fact they still claim they enjoyed that work at that time. The interest factor is still very important. Consequently the teacher must try new devices to interest the pupils in the continuation of the study of French. Despite the fact we are accustomed to say that the teacher motivates school tasks or makes them interesting, she can only set the stage and provide certain stimuli; the students must do the rest. The teacher's task is to provide stimuli in the forms of directions, questions, problems, illustrations, explanations, criticisms, suggestions, commendations, rewards, admonitions, punishments etc., which will release the driving force necessary for an earnest and persistent attempt to the learning exercises assigned.* Nevertheless the teacher must be interested in her work, for "interest and enthusiasm are the salt of life, and a life without

* Walter S. Monroe - Directing Learning in the High School- pp. 86-87
Interest or enthusiasm is flavorless and futile."

A. Pronunciation.

1. Phonetics.

Pupils who are studying a foreign language have the right to demand that the pronunciation be correctly taught to them. No teacher of French should be engaged who has not mastered a good pronunciation. She should be familiar with the use of phonetic symbols but I thoroughly agree with Professor Louis Lambert of Boston University who says:

"La connaissance des signes phonétiques est le seul moyen pour le professeur d'obtenir par le dictionnaire, la prononciation d'un mot qu'il ne connaît pas. Mais l'usage de ces signes dans la salle de classe n'est pas à recommander".

Phonetic signs would be very confusing to Junior High School pupils and would lead to poor spelling.

How then shall one teach Junior High School pupils pronunciation? That has already been begun in grade VII. through imitation, repetition, simple explanations of position of lips and tongue. It must now be carried further. Pupils must be constantly drilled in pronunciation of individual sounds, in word grouping, liaison, intonation, rhythm, stress. Special attention must be given to the division of words into syllables, as


well as to the spelling of words in French.

Lists of words having the same vowel sound are grouped together. The different spellings represented by one sound should be grouped and kept constantly before the eyes of the class either by means of charts or permanent blackboard work. Children are drilled on the sound of the vowel and taught the position of the tongue and lips for that particular sound. Much concert work is recommended in order to give confidence to the timid child. The teacher must be always on the alert to detect the slightest mistake in pronunciation. Pupils are interested in making their own pronunciation charts from their reading lessons.

When the pronunciation of individual words has been mastered, great joy is found in repeating sentences as:

Oh! le gros pot d'eau chaude!
Le courrier court tous les jours
de Tours à Toulouse.
Le neveu du vieux monsieur sans cheveux aux yeux bleus.

Junior High School pupils are at a silly, giggling age. Consequently I have not been successful using mirrors in the classroom to show the position of the lips but with the suggestion, the more earnest pupils are willing to use the mirror at home especially while repeating sentences similar to the above.

I have a false palate which was made for me by a
dentist in Paris while I was attending L'Institut de Phonétique de l'Université de Paris. After I have explained the position of the tongue, the pupils take great delight in seeing me use the false palate and showing them the position of the tongue in relation to the teeth and the palate.

The vowel triangle always forms a good basis for drill. Children enjoy exercises pronouncing the vowels i -- u, and u -- i several times without changing the position of the tongue: ou -- o, o -- ou form another interesting series to give gymnastics to the muscles of the mouth and to attract attention to the position of the tongue.

2. **Victrola.**

The division of words into syllables and intonation should be introduced at an early stage. The victrola is a useful aid for this work. Needless to say, the teacher who chooses victrola records must be absolutely sure that they give the correct pronunciation and intonation. The teacher must also keep in mind that the record talks but does not correct. Incorrect pronunciation by an individual pupil must always be immediately corrected. L'Institut de Phonétique de l'Université de Paris furnishes several records which have been carefully chosen for pupils of French. My classes delight in
memorizing La Fontaine's fables and Daudet's La Chèvre de Monsieur Seguin.

The Victrola also is a great aid in teaching songs. "For memorizing, pronunciation, reading, accent, and gaining an added interest in the habits, customs and music of the French people, the use of songs is invaluable. The ear is the most important factor in learning any foreign language. In speaking, one may slip over such words as coeur, étéais, porte with doubtful diction. In singing, when the duration of the word is prolonged, the ear can detect the faulty sounds and, with a little more care, pure, clear vowels can be produced. This is the foundation of a good pronunciation".*

B. Reading.

The French story is the center around which gravitates most of the work of the Junior High School French.

1. Texts.

So many texts are now published, beautifully illustrated, with stories easy enough to be comprehended by the pupils that the teacher finds it a simple task to choose a text that will be interesting. Pupils enjoy continued stories with boys and girls as the leading characters.


The day's lesson is usually read to the class by

* Ruth Conniston - Chantons un peu - p. 9
the teacher while the books are closed. The teacher again reads the story when the books are opened. Concert work by the class as begun in Grade VII. is continued before the individual pupils read. The class loves to follow the story in this way. By the end of the second year pupils should be able to read aloud easy French with approximate accuracy.

3. Uses of Stories.

Conversation based on the "questionnaire" of the story easily shows whether or not the text has been fully understood. Later a review of the story may be given in French by the pupils. Volunteers may be called on for this type of work. When other members of the class realize some pupils are able to do this, the slower pupils become interested to show what they can do.

Formal translation into English should be minimized, but it is sometimes necessary for comprehension of idioms and of tenses.

The reading lesson often serves as a basis for dictation lessons which are the best means of learning a foreign language. It also serves as a basis for vocabulary building, oral and written composition work, memorizing, grammar lessons and dramatization.

Projects based on the story add interest to it.
APPROXIMATELY

The approximate time of day when the event occurred.

We can only estimate the time of day when the event occurred, as the exact time was not recorded.

A related event or series of events that occurred at the same time.

The event occurred simultaneously with another event, although the details of the event itself were not recorded.

The time of day when the event occurred is estimated from nearby events.

The event occurred at a time that is roughly estimated.

The event occurred in the morning, afternoon, or evening.

The event occurred during daylight hours, although the specific time was not recorded.

The event occurred at a specific time of day, although the exact time is not available.

The event occurred at a time that is estimated to be around a certain time, but not exact.

The event occurred at a time that is roughly estimated.

The event occurred at a time that is estimated to be around a certain time, but not exact.
Each pupil is allowed to make any project he wishes in connection with the story read. While the VIII. Grade was reading Remi by Méras,* here are a few projects that were brought in:

Maps of Remi's Trip in France
Cardboard models of:
  Mère Barberin's House and Garden
  Carcassonne
Vitalis' Troupe (made from pipe cleaners)
Le Cygne - the Swan boat
Dolls dressed as:
  Mère Barberin
  Remi
  Vitalis
  Madame Milligan
Soap models of Remi and other characters
A play based on the story.

C. Vocabulary Building.

Vocabulary building may be continued by use of objects and pictures. When the object is shown, its name should be repeated many times by the teacher and pupils, singly and in concert, the pronunciation receiving special attention. Each noun must be accompanied by its corresponding article. The teaching of vocabulary and the building of sentences should be closely related, keeping in mind that the sentence and not the single word is the unit of the work. Each new word or sentence should be written on the blackboard by the teacher and copied into notebooks by the pupils.

* A. A. Méras, B. Méras - Le Premier Livre
1. **Definitions of New Words.**

Now that the pupil has a larger vocabulary, new words may be explained by definitions and explanations in French. For example:

*Le Facteur est un homme.* Il quitte le bureau de poste tous les jours avec un sac de lettres et de paquets pour votre famille et pour vos voisins. Quand le facteur arrive avec une lettre pour vous, vous êtes content, n'est-ce pas? Aimez-vous le facteur?


2. **Memorizing New Words.**

The vocabulary accompanying each lesson in the text usually is the old French-English way. How uninteresting it was to dictate English words and ask for French ones to be written. I saw no reason why these vocabulary lessons could not be tested as I had seen English spelling lessons. After several days, the children were much more eager to learn the new vocabulary than before. The words were assigned for home study. Care must be taken that
the assignment is not too long and that the pronunciation of the words has been taught. The following day the lesson is carried on in a socialized manner:

La maîtresse: Donnez un mot du vocabulaire, Jean, s'il vous plaît.

Jean: Le paquebot, Épellez-le, s'il vous plaît, Marie.

Marie: épelant en français: L-e P-a-q-u-e-b-o-t-
Ecrivez ce mot au tableau noir, Henri, s'il vous plaît.

Henri: va au tableau noir. Il écrit "Le Paquebot" et il dit: Employez ce mot dans une phrase, s'il vous plaît, Guillaume.

Guillaume: Le paquebot traverse l'océan Atlantique de New York à Cherbourg. Donnez-nous un autre mot, Georgette, s'il vous plaît.

Thus the lesson continues until all the words of the vocabulary are written on the blackboard. Mistakes or poor sentences are corrected by the pupils or teacher. When all words are written on the board, the teacher underlines words with difficult spelling and then the class reads the list. Paper is then passed for written work and the blackboard is erased. The paper is prepared with the same French heading as is used in all written papers:
La classe VIII. Le 30 octobre, 1932.

Le Français

The teacher dictates the list of French words for the pupils to write. She chooses three or four words to be underlined. These words are used in simple sentences by the pupils and papers are collected for scoring. How much more life and enthusiasm is added to a lesson of this type which gives pupils an opportunity to converse by means of an enlarged vocabulary and trains them in ways of politeness and accuracy as well as teaching them good study habits!

3. Games.

No one is ever too old to enjoy games. Games not only are an aid to increasing the vocabulary of students but they give an opportunity for using the vocabulary already acquired. Loto was found to be useful in learning numbers in Grade VII. In the following grades pupils are delighted to take the teacher's place in calling the numbers. When the teacher prefers to call the numbers, she can increase the speed according to the type class.

Another interesting vocabulary game is the following: A pupil leaves the room while the class chooses a word to represent an object in the room. The door tender
The record...
says: *Entrez, s'il vous plaît.* The pupil enters and begins to ask questions of the first pupil and continues around the room, until he has succeeded in guessing the word. The first few questions are obligatory.

1 - *Est-ce grand?*
   *Non, monsieur, ce n'est pas grand.*

2 - *Est-ce petit?*
   *Non, monsieur, ce n'est pas petit.*

3 - *Est-ce d'une grandeur moyenne?*
   *Oui, c'est d'une grandeur moyenne.*

4 - *Est-ce devant moi?*
   *Non, monsieur, ce n'est pas devant vous.*

5 - *Est-ce derrière moi?*
   *Non, monsieur, ce n'est pas derrière vous.*

6 - *Est-ce à ma droite?*
   *Non, Monsieur, ce n'est pas à votre droite.*

7 - *Est-ce à ma gauche?*
   *Oui, monsieur, c'est à votre gauche.*

8 - *Est-ce sur la table?*
   *Oui, c'est sur la table.*

9 - *Est-ce rouge?*
   *Oui, Monsieur, c'est rouge.*

10 - *Est-ce cette boîte?*
    *Oui, monsieur, c'est cette boîte.*

D. **Dictation.**

Dictation is one of the most important written lessons for the class. In learning a foreign language it is just as important that the ear be trained as it is to train the tongue, eye and hand. If a pupil is not trained
to hear sounds correctly, he can never learn any language. From the very beginning easy dictation lessons should be given at least twice a week. If France requires all children in her schools to have daily dictation lessons, should we neglect this important work which is so often neglected in our schools? Dictation must be given frequently in order to train the pupil in perception of sounds, in association of form with sound, and in the application of grammatical principles. Dictation exercises should be brief, based on simple, familiar material. The exercise is most valuable when corrected as soon as given. Dictation if properly taught with various devices can be a lively, interesting lesson.

1. **Method.**

Dictation was begun in Grade VII. Pupils studied and learned by heart four or five lines of a text which was familiar to them. In this way an effort has been made of visual memory and of power to seize something through the ears. Slowly and clearly the teacher dictates the four lines. The first dictation is corrected by the teacher. The following dictation lessons, use the same words but in a different order so that the pupils feel a new story is created. Later a series of questions and answers based on the story may be dictated. Another day, only the questions may
be dictated and the pupils write their own answers. That is the beginning of composition work as another day only the title may be dictated and the class writes five or six lines of a composition.

From this simple work, the class progresses from year to year until almost perfect dictation papers are the result. Pupils love to write on the blackboard. One pupil may be chosen to write the dictation on a side or back board while the class is writing the same on paper.

Dictation should be first read in entirety to the class by the teacher; then slowly phrase by phrase for the pupils to write. When the lesson is finished, the teacher should re-read the entire dictation. Papers should then be exchanged and pupils turn to look at what was written on the blackboard. That is when the teaching begins. The teacher corrects the mistake and makes the pupils give the reason for the correction. When all mistakes are corrected the pupils underline the mistakes on the papers they are correcting and return them to the owners. The blackboard is erased. No credit is given for the dictation paper until the pupil has corrected his mistake to the teacher's satisfaction.

2. Project.

An interesting project was carried out in my ninth
grade class to create more interest in dictation lessons. After *Le Pays de France* had been read, studied and discussed by means of the stories in *Grammaire Elémentaire* by Armand, dictation lessons were selected and given in series. A booklet was made of these papers, illustrated by large pictures purchased through the Perry Picture Company. On the cover was drawn a very small map of France while a larger one was placed inside the cover. The booklets were fastened by blue, white and red ribbon, the colors of France.

E. **Grammar.**

To me, grammar is one of the most interesting parts of the language study. It aids the memory and reason. It lends itself to games. Simple grammatical rules may be taught by the inductive method and memorized by pupils. By means of analysis these rules may be applied to other examples. Adolescent pupils love to analyse.

1. **Inductive Lesson.**

The formation of the feminine and plural forms of adjectives have been studied. We then proceed to develop the rule for the agreement of an adjective with the noun it modifies. The following examples are on the board:

*L'homme est grand.* *Les hommes sont grands.*
*La femme est grande.* *Les femmes sont grandes.*
*De quel genre et de quel nombre est l'homme? C'est masculin, singulier.*
Quel adjectif qualifie le mot homme?
Grand qualifie homme.
De quel genre et de quel nombre est grand?
C'est masculin, singulier.
De quel genre et de quel nombre est la femme?
La femme est féminin singulier.
Quel adjectif qualifie la femme?
Grande qualifie la femme.
De quel genre et de quel nombre est grande?
C'est féminin, singulier.
Un adjectif s'accorde en genre et en nombre avec quoi?
Un adjectif s'accorde en genre et en nombre avec le nom.

Avec quel nom?
Avec le nom qu'il qualifie.
Oui, un adjectif s'accorde en genre et en nombre avec le nom qu'il qualifie.
Classe, répétez la règle.
Dans la phrase - les hommes sont grands - quel adjectif qualifie les hommes?
Grands.
De quel genre est-ce?
C'est masculin, pluriel.
Pourquoi?
Les hommes est masculin pluriel, par conséquent grands est masculin pluriel. Un adjectif s'accorde en genre et en nombre avec le nom qu'il qualifie.

The same procedure is used for the last sentence.
Adjectives in other sentences are analyzed and the rule is always repeated. The application of the rule may be used by filling in blanks correctly, as:

1 - Les arbres sont —-
2 - Les fenêtres sont ---

Another application of the rule is writing English sentences in French. This composition work is necessary for drill on grammatical requirements and for accuracy in
thinking and in spelling. In correcting such sentences, the correct forms should be written on the blackboard. The sentences are corrected by the pupils who give reasons why the forms used are correct. This method is a time saver and children only see the correct forms before their eyes.

2. **Verb Study.**

The present tense of verbs of the three conjugations and of several irregular verbs was taught in grade seven. A further study of verbs is necessary in the next grades. Pupils should at least master the present, past and future tenses. This work never becomes boresome, if pupils learn the principal parts of the verbs and their use in forming the tenses of the regular verbs. After the study of regular verbs has been mastered, it is an easy matter to study irregular verbs by drawing attention to their irregularities. Verb blanks for testing are an incentive to further this study and it will not be unusual for an entire class to receive 100% on this sort of testing.

3. **Matches.**

Verb matches give added interest to the study of verbs, boys against girls or any other way the class wishes. The leader gives verbs and parts as desired:
Aller - le participe présent.
Aller - l'indicatif présent, troisième personne du pluriel.
Vendre - le participe passé.
Vendre - le passé indéfini - première personne du singulier.

Other grammatical matches may be arranged as analyzing words in various sentences:

**Mon jardin est beau cet été.**

Analysez mon.
Analysez beau.
Analysez cet.

A quel temps est le verbe?
De quel genre est été?

F. **Tests.**

Tests serve many purposes. They are useful aids to the teacher to know whether or not the class has grasped the work from her teaching and their study. They show the pupil whether or not he has mastered the subject matter. There are many types of tests which the children really enjoy - the true false test, filling in blanks with correct forms, verb charts, intelligence tests are a few useful tests that may be used to continue an all French atmosphere in the class. It is no longer necessary to have pupils translate French into English to discover if they understand
the French - rather ask a series of questions based on the
text to be answered in French. Rewriting a text with var-
ious changes is a useful device for testing grammatical
constructions as:

**All-French Oral and Written Practice Drills.**

**Article and Adjective.**

Exercises in changing from the definite article
to the indefinite; or to the possessive adject-
ive; or to the demonstrative adjective.

**Noun and Pronoun.**

Exercises in changing from the masculine to
the feminine; from the singular to the plural;
from the possessive adjective with its noun
to a possessive pronoun; from the demonstra-
tive adjective with its noun to a demonstra-
tive pronoun; from a possessive expression
like *le chapeau de la dame* to the same ex-
pression with a demonstrative pronoun, i.e.,
*celui de la dame*.

Exercises in substituting pronoun objects for
noun objects, especially in negative sen-
tences; one pronoun subject for another of
different person and number.

**Verb.**

Exercises in changing affirmative to nega-
tive; to interrogative; to negative inter-
rogative; in same tense or different tenses;
in changing position of adverbs in present
and passé composé, e.g. *il parle bien français, il a bien parlé français.*

In changing from one negative to another, i.e.,
*ne---pas* to *ne---jamais* and the like.

The Ten Minute Drills by A. L. Briggs, published
by G. W. Craigie, Portland, Maine are an aid in this type of work.

G. Memorizing.

The learning by heart of French prose and poetry is one of the greatest aids in the study of French. The material for memorizing may be idioms, classroom expressions, type sentences, proverbs, famous French sayings frequently found in English literature, paragraphs of beauty or merit from prose texts, poems, songs, fables or selections from plays.

It is a teacher's duty to use every method possible to teach memory habits. A few have been given under vocabulary building, grammar rules, and use of victrola.

1. Poems.

Poems are always easily memorized. Care must be taken to choose short selections at first that can be easily explained to the class as:

La Renoncule et l'Oeillet.

La renoncule un jour dans un bouquet
Avec l'oéillet se trouva réunie.
Elle eut le lendemain le parfum de l'oéillet
On ne peut que gagner en bonne compagnie.

Par Lachambeaudie.

The poem being written on the blackboard, the teacher should explain and then read the selection many
null
times to the class unless she has a victrola record of the poem. The class should repeat it many times also. Then the most important word in each line could be erased and the class should repeat the selection. Erase other words, then the class again reads the entire poem. Continue the process until only the first word in each line remains and have the class read it again. Then erase the first word in every other line and the class reads the poem. Finally erase every word and the class knows the poem.* It is through repetition that we learn but the class thinks this method is a game instead of drill work.

2. **Songs.**

Songs aid the memory and are a delight to pupils of all grades. They never tire of singing *La Marseillaise* or *Frère Jacques*. Songs easily lend themselves to dancing, gestures or dramatization, the pupils wearing appropriate costumes.

3. **Dramatization.**

The dramatization of parts of the reading lesson aid the memory work and add interest and life to the class room. The pupils are very careful of their pronunciation when their comrades are the judges. If they have succeeded in doing a bit of good work, they love to say - "M'as-tu vu?"

* Prof. Louis Lambert - Course - Methods of Teaching French - Boston University.
H. Oral and Written Composition.

Both oral and written composition was developed in grade seven in a very easy, simple way. By means of the eye, tongue, and ear, the pupils were taught simple, useful French. Although the title composition was not used, the pupils were taught from the beginning, first oral and then written composition work. The pupils developed their oral compositions by first answering questions on definite subjects, then later combining these answers in a short composition. (See II H - Domestic Animals). Later résumés of the reading lessons were developed orally. Free composition was not used. All written composition work was developed by means of definite, simple questions based on familiar vocabulary and grammar constructions.

In grades VIII. and IX. the work is carried on in a similar manner to develop facility in the use of written French. The following compositions illustrate work accomplished in Grade VII;

John Field. Le 14 janvier, 1930.
L'Ecole Winship. La Classe 7 F.

Ma Famille.

Mon père s'appelle Monsieur Field. Son nom est Jean Field. Je suis petit.
Ma Famille

Mon père est grand. Ma mère aussi est grande. Marguerite a quatre poupées. Elle aime ses poupées.

Wilson O'Keefe. L'Ecole Winship.
La Classe 7 G. Le 3 mars, 1930.

L’Heure de Mes Repas

1. Je mange mon petit déjeuner à sept heures le matin.
2. Je mange mon déjeuner à midi tous les jours.
3. Je mange mon dîner à six heures le soir.
Phyllis Scully.
L'Ecole Winship.

La Classe 7 F      Le 23 mai, 1930.

Mettre Le Couvert.


1. Description.

The description of very simple objects as a book, or a notebook leads to the description of more complicated objects as an animal, a person, clothes, a house, rooms of the house, or a picture. The description of such objects serves as an incentive to review all vocabulary work. It is developed again by means of questions. In Grade VIII.
to review clothing, I asked these questions:

Quels vêtements portez-vous à l'école?
De quelle couleur sont-ils?
Quels vêtements portez-vous quand vous quittez l'école?

Paper was passed and I gave the title: Mes Vêtements. The following examples show the result:

L'Ecole T. A. Edison.
Virginia Moore.

La Classe VIII. E. Le 4 janvier, 1933.

Mes Vêtements.

Je porte une jupe brune, une blouse blanche, le tricot de laine brun et orange, deux bas bruns, et deux souliers bruns. Quand je quitte la maison, je porte un chapeau brun, et un manteau brun. Je porte les gants bruns, oranges et jaunes.

L'Ecole T. A. Edison.
Dorothy Kelly.

La Classe 8 E. Le 4 janvier, 1933.

Mes Vêtements.

A l'école je porte une jolie jupe bleue, et une blouse bleue. Je porte aussi deux bas bruns et deux souliers noirs. Quand je quitte l'école je porte un béret orange, un tricot de laine, un manteau orange et les gants.
Frederic Windmayer.
Le 4 janvier, 1933.  La classe VIII. E.

Le Français.

A l'école je porte deux souliers et deux bas noirs, aussi la culotte et la ceinture brune, la chemise bleue et la cravate bleue et brune. Quand je quitte la maison je porte la casquette noire et blanche et le pardessus noir. Je porte les gants bruns.

In Grade IX. on December 21, 1932 I gave the following dictation to review the rooms of the house. The four questions were also dictated. After the dictation was finished, the pupils filled in the answers to their questions. The papers were corrected by the pupils and collected. The following day I asked for a description of their apartments with these results:

L'Ecole T. A. Edison.
Joan DeLacy.

La Classe 9 G.  Le 21 décembre, 1932.

La Dictée

L'appartement où demeure Marie est très grand et très beau. Il faut un grand appartement pour une grande famille et vous savez qu'il y a neuf personnes dans la famille de Monsieur Lesage, père de Marie. L'appartement se compose de neuf pièces. Il y a le salon, la salle à manger, la cuisine, quatre grandes chambers à coucher pour la famille, une petite chambre pour la
bonne et une salle de bain. C'est un très grand appartement, n'est-ce pas?

Demeurez-vous dans un appartement?
Non, je ne demeure pas dans un appartement.

De combien de pièces votre appartement se compose-t-il?
Il y a sept pièces dans mon appartement.

Quelles sont ces pièces?
Il y a une cuisine, trois chambres à coucher, le salon, la salle à manger et une salle de bain.

Comment est votre appartement?
Mon appartement est grand.

Suzanne Hoye.
L'Ecole Edison.

La classe 9 G  Le 21 décembre, 1932.

La Dictée en Français.

Demeurez-vous dans un appartement?
Je demeure dans un appartement.

De combien de pièces votre appartement se compose-t-il?
Il y a neuf pièces dans mon appartement.

Quelles sont ces pièces?
Ces pièces sont la salle à manger, quatre chambres à coucher, la cuisine, la salle d'attente de mon père et son bureau de dentiste, la salle de bain.

Comment est votre appartement?
Mon appartement est grand.
Ma maison est très grande et très jolie. Autour de ma maison il y a de petits jardins. Ma maison est grise. Il y a six pièces dans ma maison. Les pièces sont grandes. Il y a une cuisine, un salon, une salle à manger, une salle de bain et deux chambres à coucher.

Eleanor Daley.
L'Ecole Edison.

Le maison où demeure ma famille est très grande. Il faut une grande maison parce qu'il y a cinq personnes dans ma famille. La maison se compose de onze pièces. Il y a deux salons, la salle à manger, cinq chambres à coucher, la cuisine et deux salles de bain. C'est une très grande maison.
L'Ecole Edison.
Julia Billings.

La Classe 9 G. Le 22 décembre, 1932.

Ma Maison.

Je demeure dans une maison. Ma maison est très grande pour ma famille, parce qu'il y a seulement quatre personnes dans ma famille, et ma maison se compose de onze pièces. Il y a deux salons, la salle à manger, la cuisine, quatre grandes chambres à coucher, une salle de bain, une petite chambre pour la bonne et un vestibule. C'est une très grande maison, n'est-ce pas?

Robert Arnold.
L'Ecole Edison.

La Classe 9 G. Le 22 décembre, 1932.

Ma Maison.

Je demeure dans une maison à Brighton. Ma maison est devant mon école. La maison est très grande et très belle. Il faut une grande maison pour la grande famille de mon père, monsieur Arnold. Il y a huit personnes dans ma famille. Notre maison se compose de huit pièces. Il y a le salon, la salle à manger, la cuisine, quatre grandes chambres à coucher pour ma famille et aussi une salle de bain. Ma maison est très grande, n'est-ce pas?
Whalen Paul.
L'Ecole T. A. Edison.

La Classe 9 G.  Le 22 décembre, 1932.

Mon appartement.

Mon appartement a six pièces. Il y a le salon, la salle à manger, la cuisine, trois chambres à coucher et une salle de bain. La pièce principale de l'appartement est la salle à manger. Il y a trois fenêtres dans la salle à manger. Le salon est très beau, très clair et très grand. Les chambres à coucher sont très claires et très grandes. La salle de bain est petite mais elle est jolie.

Pupils become interested in this type of work if the teacher uses devices to prevent it becoming monotonous. In reviewing the house, I tried a project which became very interesting to the pupils. Pictures of the exterior of a house and of each room in the house were cut from magazines and pasted on separate papers. Each picture was described. All were tied together in booklet form with an appropriate cover. One boy cut his cover to represent a house and sketched the doors and windows on it. Here are a few of the descriptions:

La Maison.

La maison est brune. La maison a sept fenêtres, une porte, beaucoup d'arbres, un toit, une cheminée, et un jardin avec les fleurs. La maison est jolie. Elle est grande.
Le toit de la maison est orange.
Les arbres sont verts. Le
jardin est grand. Les arbres
sont près de la maison.

Margaret Capobianco.
Le 19 décembre, 1929.

Le Vestibule.

Dans le vestibule il y a
un tapis. Le tapis est noir, blanc
et gris. Le tapis est sur le
plancher. Il y a une chaise dans
le vestibule. La chaise aussi est
sur le plancher. Au-dessus de la
chaise est un tableau. À droite de
la chaise il y a une armoire.
L'armoire est grise. À gauche de
l'armoire est un escalier. Le mur
du vestibule est gris.

Billy Fernandez.
La Classe 7 G.

Le Salon.

Sur le mur il y a deux tableaux.
Il y a deux portes. Le piano est
près du mur. Il y a deux chaises.
Près d'une chaise, il y a une table.
Sur la table il y a une lampe. Au-
dessus de la table, il y a un
tableau. Deux rideaux sont sur la
porte. Dans le vase il y a des
fleurs. Une lampe est près de la
chaise. Le salon est joli.

Celia Walsh.
La Chambre.

Le bureau est brun. Le lit est brun. La chambre a deux lits. La chambre a des rideaux aux fenêtres. Sur la table il y a une glace. Le papier sur le mur est vert. Sur le plancher il y a une natte. La natte est sous le lit. La natte est noire. Sur le bureau il y a des images. Sur le plancher il y a une chaise. Devant le lit il y a une chaise. Le bureau est derrière la chaise. La chaise est blanche.

Wilson O'Keefe.
Le 13 janvier, 1930.

La Salle à Manger.

Voici la salle à manger. Dans la salle à manger il y a une table. La table est sur le plancher. La table est noire. A droite de la table il y a une chaise. A gauche de la table il y a aussi une chaise. La chaise est à gauche de la table. A gauche de la table il y a un buffet. Dans le buffet il y a des tiroirs. Sur le plancher il y a un tapis. Le tapis est joli. Le tapis couvre le plancher. Sur le mur il y a un tableau. Le tableau est joli. La salle à manger est jolie.

Barbara Bong.
Le 10 mars, 1930.
La Cuisine.

Dans la cuisine il y a deux tables. Sur une table il y a des fleurs. Il y a une natte. La natte est grande. Il y a cinq chaises. Les chaises sont blanches. Il y a une fenêtre. Sur la fenêtre il y a un rideau. Le rideau est joli. Il y a quatre personnes. Trois personnes sont debout et une autre est assise. Le mur est brun. La natte est grise et bleue. Les tables sont blanches. La natte est sur le plancher. Le plancher est brun. Une chaise est près du mur. Quatre chaises sont près de la table. La cuisine est jolie.

Mary Ryan.

From this idea other pictures were cut out and other descriptions were developed, first orally then written.

Une Jolie Image.

Voici un homme. Il est un paysan qui demeure dans cette maison. Le chapeau de l'homme est drôle. Il fume un cigare. Dans le lointain sont les montagnes et quelques arbres verts. La rivière est d'une couleur bleue. La maison est rouge et blanche. Derrière la maison est un jardin avec de jolies fleurs. Les fleurs sont rouges, blanches et grises. La maison et le jardin sont très jolis. Vous voyez un château dans le lointain. Sur la rivière il y a un petit pont. C'est une bonne image.

Evelyn McNally.
2. **Narration.**

Narration is developed in a similar manner. A dictation lesson, followed by a questionnaire was given to a Grade IX. class, based on a picture of the Luxembourg Garden in Paris. Later the title *Le Jardin du Luxembourg* was given, with the following results:

Lenore Arafe.
L'Ecole Winship.

La Classe IX. E. Le 19 mars, 1931.

Au Jardin du Luxembourg.

A midi on déjeune et après le déjeuner, c'est la grande récréation. Toute l'école va jouer au jardin du Luxembourg. Le jardin est magnifique avec beaucoup de jolies fleurs. Il y a des fleurs jaunes et rouges et beaucoup d'autres couleurs.


Les bonnes prennent les petites filles pour se promener. Les officiers gardent le jardin.
Irene Levine.
L'Ecole Winship.

La Classe IX. E. Le 19 mars, 1931.

Le Parc du Luxembourg.

Ici vous voyez un tableau de garçons jouant dans le parc du Luxembourg. Comme ils sont heureux! Ils jouent à cache-cache, à saute-moutons, aux billes, à la balle, et un garçon fait une culbute. Comme ils courrent, ils crirent, et ils sautent!

Dans ce tableau il y a aussi un officier et une bonne avec un bébé. Les garçons jouent aux petits bateaux à l'eau. Il y a des arbres et des fleurs autour de l'eau. Mais trop tôt ils quitteront le parc pour aller à l'école.

Alice Zahlaway.
L'Ecole Winship.

La Classe IX. E. Le 23 mars, 1931.

Au Jardin du Luxembourg.

In Grade IX. the stories of Jeanne d'Arc and La Dernière Classe were read as well as other short stories. After much oral work and discussions of grammatical constructions, daily résumés were given orally. When the stories were completed, a written composition was asked for. The following are typical of the results received, showing that by beginning in Grade VII. with very simple sentences, pupils gradually progress until a well written, interesting composition may be expected.

Emma Di Sciullo.
L'Ecole Winship.

La Classe 9 E. Le 11 février, 1931.

Jeanne d'Arc.

Une fille appelée Jeanne d'Arc naquit dans le petit village de Domremy situé à l'est de la France. Elle était la troisième fille d'un laboureur. Tandis que les autres enfants allaient avec le père pour travailler aux champs, Jeanne restait à la maison pour aider sa mère. Elle était une jeune fille qui ne savait ni lire ni écrire. Elle allait beaucoup à l'église.


Une autre fois elle entendit encore la voix dire "Jeanne, allez au secours du roi de France et rendez-lui son royaume".

Elle répondit, "Messires, je ne suis qu'une pauvre fille, je ne sais pas monter
à cheval; je ne sais pas conduire les soldats".
La voix répondit, "Sainte Catherine et sainte Marguerite vous aideront".
Celui qui avait parlé était l'archange saint Michel.
Jeanne partit, elle alla au roi de France et se mit à genoux et elle lui demanda de lui donner des soldats parce qu'elle avait la mission de sauver Orléans.
Elle fut prise par les Anglais et mise dans la tour ronde d'ancien donjon qui avait appartenu au château de Philippe-Auguste. La cellule où elle fut enfermée pendant les derniers jours de sa vie n'était qu'un trou dans le gros mur de granit. Jeanne resta dans cette prison pendant dix jours. Après cela elle fut brûlée comme sorcière. Elle, la libérateur de la France la plus noble Française qui mourut pour la France.

Esther Rask.
L'Ecole Winship.

La Classe 9 E. Le 18 juin, 1931.

La Dernière Classe.

Frantz était très en retard pour aller à l'école. Il avait grand'peur d'être grondé parce que M. Hamel leur avait dit qu'il les interrogerait sur les participes. Il entra dans la petite cour de M. Hamel. Quand il entra dans la salle, M. Hamel lui dit, "Va vite à ta place, mon petit Frantz". Frantz remarqua que le maître avait sa redingote verte, son jabot plissé fin et la culotte de soie. Il vit au fond de la salle des gens du village et il était surpris. Alors M. Hamel est monté dans
sa chaire et il leur dit, "C'est la dernière leçon de français. L'ordre est venu de Berlin de ne plus enseigner que l'allemand dans les écoles de l'Alsace et de la Lorraine".

Frantz était triste parce qu'il savait à peine écrire. Il pensa au temps perdu. Ses livres lui semblaient de vieux amis. Alors c'était son tour de reciter et Frantz ne savait pas le premier mot. Plus tard M. Hamel se mit à leur parler de la langue française et il lut aussi la leçon. Frantz était étonné de voir comme il la comprenait. La leçon finie, on passa à l'écriture. M. Hamel leur avait préparé des exemples. Après l'écriture ils avaient la leçon d'histoire. Quand l'horloge a sonné midi, la classe était finie.

3. Correspondence carried on between American pupils studying French and French pupils studying English is a great aid in creating a desire to know how to write French correctly. Much interest is added to the classroom work if the letters are read to the class. In this way much is learned about the history and customs of France.

I. Summary.

1. Letters and Extracts from Grade VIII. Pupils.

121 Colborne Rd.,
Brighton, Mass.
June 22, 1932.

Dear Miss Burns,

I have enjoyed French this year because
we have fine French teachers.* We also had excellent books and had easy tests. I also enjoyed the home lessons you gave us. This year I prefer French much more than I did last year. The teacher knows how to teach us French. She can speak it and understand it better than the other teacher I had. I have enjoyed the last part of my eighth grade French more because I have been getting better marks and the story in our books got much more interesting.

Truly yours,
Norman W.

19 Montfern Ave.,
Brighton, Mass.
June 22, 1932.

Dear Miss Burns,

I enjoyed French this year because I had such a fine French teacher and because I learned so many new words and the way to use them. I preferred eighth grade French because I learned many new verbs and the way to conjugate them. I liked to read Remi because it was about a boy of my age who had many interesting experiences.

Your French pupil,
Whalen P.

53 So. Crescent Circuit,
Brighton, Mass.
June 22, 1932.

Dear Miss Burns,

I enjoyed French this year very much. The story of Remi and many other interesting points and facts were greatly enjoyed. When I say I enjoyed French, I really mean

* Observer from Boston Teachers' College.
it because I am very much interested in the country of France, the language and its skilful and patriotic people.

I preferred eighth grade French because it was advanced far more than that of the seventh grade. Your vocabulary increased in French and also your knowledge. The grammar was greatly advanced and gave you a better idea of the French language.

The part I enjoyed the best of eighth grade French was the story of Remi. I also enjoyed having the étude de mots because this increased your knowledge and gave you a better understanding of this language.

Sincerely yours,
Charles B.

Winship School,
Brighton Station,
Boston, Mass.
June 22, 1932.

Dear Miss Burns,

I enjoyed French this year because the story of Remi was so interesting and because I liked studying the different parts of the verbs we learned.
I liked eighth grade French better than seventh grade French because in grade eight we could learn more than in grade seven. We had just started learning French in grade seven and we could not learn much.
I enjoyed the story of Remi the best because it told about the people and their customs, the different cities and how hard it was for musicians to earn their living.

Your pupil,
Thomas M.
"To tell the truth I can not distinguish which I liked best, seventh or eighth grade French because they were both very interesting and I enjoyed both very much".

E. D. - 1932.

"I liked for the most part in grade eight when we were making the projects on the story Remi or Sans Famille".

M. C. - 1932.

"I have really enjoyed this year's French better than in the seventh grade; for one reason anyway, this is the first time we have had a French story (Remi) in Chapters. Of course, verbs have been a little difficult, but you have to expect that, for if you want to learn the French language you have to study and not lack in your homework, or even in your studies at school.

Hoping and wishing to have you as my ninth grade teacher, I remain an Everlasting pupil".

F. M. - 1930.

"I cannot say that I really dislike anything connected with the study of this language".

T. D. - 1930

"I have enjoyed French a great deal this year. It seems to me as though French grammar is very much easier than English grammar. It has been very interesting to have the French book we
had. The French songs we have learned have been very interesting and amusing".

Paul E. - 1930.

"The part of the eighth grade French I enjoyed most was the verb study".

Robert C. - 1932.

"I chose French to follow along with my brother and sister. They would always talk to one another in French and have me guessing. My brother made a success of it and now I am trying".

Joseph M. - 1930.

"I have enjoyed all our French lessons with you for you make them interesting".

R. S. - 1930.

"I like French very much and my mother can speak a little French so we have fun talking it at home. I am spending the summer at Onset Bay, Mass., where K. A. who was in your room last year, and her sister will be also, so I will have some good practice in French for her sister speaks French well".

H. H. - 1930.
"The part of the year I enjoyed most was the reading of the French book on Remi, the project making and the history of old France".

E. C. - 1931.

"I liked Grade VIII. French better than Grade VII. French because the verbs were very easy to learn and it helped me with English verbs also".

R. A. - 1931.

"I enjoyed this year's French immensely because I did not find it hard and the way you taught it to us I have been interested in it all year. Remi was my favorite lesson of this year. It gave us a good study of France when Remi was travelling all around France. It gave us the peasant life through Mère Barberin. The troupe was funny with its comedies and other tricks".

Jerome F. - 1932.

"I have enjoyed French very much this year. I liked it because we did not always do the same things but did many pleasant things. Among the pleasant things were the guessing games and Loto. You also explained all the work very clearly".

M. N. - 1932.
2. **Letters and Extracts from Grade IX. Pupils.**

Winship School,  
Brighton, Mass.  
June 22, 1932.

Dear Miss Burns,

I enjoyed French very much this year. It was a contrast from seventh and eighth grade French. I liked reading and translation best. The reason being, the stories were more interesting and from them much could be learned as well as reading them from pleasure. Seventh and eighth grade French of course was easier as I look back, I find it was as a child beginning kindergarten - cut out things to paste etc. I like French so much that I shall continue it as long as possible. It is one of my favorite subjects.

A friend and pupil,  
C. N.

Winship School,  
Brighton, Mass.  
June 22, 1932.

Dear Miss Burns,

I enjoyed ninth grade French best because we seemed to have accomplished more. We are able to speak it more fluently than before because we have acquired a more extensive vocabulary. The story of Joan of Arc was my favorite. Naturally the ninth grade French was the best. I found the eighth and seventh grade French much more difficult, therefore the ninth was more enjoyable.

Sincerely yours,  
H. B.
8 Ruth Rd.,
Brighton, Mass.
June 24, 1930.

My dear Miss Burns,

During the course of my three years of the interesting study of French I have learned many new and amazing facts as far as language is concerned. I disliked my first year and part of my second partly because of my teacher and partly because it was all so new to me. This year and a half of unpleasant study was made at the G.-School in A.---. My teacher, though a very learned instructor, was not interesting and I will confess that I could not bear the time in French. Day in and day out we read the story of Remi and practised themes. All verbs were Greek to me and I never got higher than B in the study and sometimes not that. I can clearly remember my first French lesson - she started something like this (without a word of warning that the lesson was about to begin):

Je prends le livre
J'ouvre le livre,

etc. The entire class just stared and then laughed. So you see that when I came to this school, I found it very hard but now with the help of Miss B. and you I find it very easy. I want to thank you for it all. I like it so well that I am going to study it again next year and as many years after that as possible.

Your appreciative pupil,
R. K.
Winship School,
Brighton, Mass.
June 22, 1932.

Dear Miss Burns,

This year I have really enjoyed French as it was one of my favorite subjects. One reason may have been that I was more acquainted with the language this year than in the previous years. I had a little more knowledge of French and therefore I found it much easier and pleasant to study. Then the teacher has much to do with it and under the supervision of a teacher as delightful and interesting as you, you may be sure that one could not but enjoy the subject and I did!

I liked the translating as it was interesting and sometimes amusing. Also I always enjoyed the various stories that you told us about France and the people themselves. I believe that I enjoyed the ninth grade French because, as I have already stated before, I was more acquainted with it and had a little more knowledge of it.

Your pupil,
C. B.

"I have enjoyed French while in the ninth grade because I liked the verb tests and the stories we had. I also liked French in the seventh and eighth grades but not quite as well as I did in the ninth. I hope next year we will have French similar to this year. I hope to take French through next year and all through high school and college. I also hope all the French teachers will be as nice as you have been".

A. B. - 1932.
"I enjoyed ninth grade French very much this year. What I liked most about it was the stories and the verb tests we had every Friday. The verbs seemed very hard at first but after the first few they were simple.

I liked seventh grade French best of all because it was new and interesting. I'd like to be starting it all over again".

R. B. - 1931.

"I like French because it is easy and different and because it is pleasant work. I intend to take French next year and through college.
No one else speaks French in my house but I. I am glad I took French because I have a correspondent".

David E. - 1931.

"Ninth grade French was more enjoyable than the other years because of our increased knowledge. Naturally we have been able to take and accomplish more grown up and interesting things".

P. S. - 1931.

"I liked the verb tests very much because I could get a good mark on them. I liked reading because it increases your vocabulary".

Edward H. - 1931.
"The ninth grade French I find easier therefore more enjoyable. I speak to my friends and father and brother often in French. It is one of my favorite subjects".

C. H. - 1930.

"J'aime le Francais beaucoup et je vous aime aussi. Le Francais est tres facile et tres amusant. Je continuerai Francais pendant tous les ans de l'école".

M. G. - 1930.

"I like those tests we had, where we had to fill in the words. It was more like a game than a French lesson".

P. B. - 1930.
IV.

Summary.

The Tentative Syllabus in Modern Foreign Languages for the State of New York states that one of the aims of instruction in the modern foreign languages is the arousing of interests of the pupils in the foreign nation and its position in the world of art, literature and science and that the interest can be stimulated by an effective use of Realia.*

Since "experience shows that boys and girls learn French all the better while enjoying themselves the more - when their normal interests are thus taken into account", ** I have tried to show how French may be taught in order to interest boys and girls and the devices which have brought forth that result. We began in the oral, built through the oral and written and lastly, but most important of all, we clinched in the oral through free oral self-expression.*** The various letters and extracts prove that I have succeeded and in themselves form a better Summary to this Thesis than I could write.

"And so our task becomes one, not just of teaching French, but of making our pupils want to learn

*University of the State of N.Y.-Syllabus in Modern Foreign Language French Review Nov.1931
** M.L.Chapuzet and W.M.Daniels- Mes Premiers Pas. p.4.
*** L.J.A.Mercier- Junior French p.13
it; and the ultimate test of our teaching is not a mathematical symbol, indicating quantitatively how much knowledge or skill they have acquired, but is an intangible, ineffable, as yet immeasurable testimony, showing how much they have enjoyed learning French under our direction and how much more French they are eager to learn when our immediate control is withdrawn.

But all the games and songs and pictures in the world will not make a study interesting unless the learners have constant opportunity to measure their own progress, to recognize their own growing power and mastery and this realization will come from an ever increasing capacity to understand, speak and write the language".*

### V.

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