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Present status of Latin in the high school

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THESIS

"THE PRESENT STATUS of LATIN in the HIGH SCHOOL"

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OUTLINE of THESIS.

PART I. INTRODUCTION.

CHAPT. I. HISTORICAL POSITION of LATIN in MODERN EDUCATION.

I. Position in the Middle Ages.

Latin intended to serve purely mechanical purposes, and was therefore, studied in a purely mechanical way.

2. Humanistic Revival.

a. Latin classics were read and studied for their vital bearing on the intellectual life and aspirations of the new era.

b. Correctness and elegance of diction came to be a passion with the Latinists of the day.

3. Position in Recent Times.

Conception of Latin as an humanistic study is the prevalent notion today.

CHAPT. II. JUSTIFICATION of LATIN as an INSTRUMENT IN SECONDARY EDUCATION.

I. EDUCATIONAL function of language in general as an instrument of education.

2. Reasons for studying Latin in the High School:

a. Value for its effect on the English Language.
(1). training in the vernacular.
(2). Latin comprises one half of the English Language.

b. Disciplinary Effect.

c. Value for modern thought and life:

(1). necessary for the attainment of true education—growth toward intellectual and moral perfection in contradistinction to practical perfection.

(2). enlarges view of man and nature.

3. Latin versus Modern Languages.

CHAPT. III. OBJECTIONS URGED AGAINST LATIN.

1. "If we inquire into the real motive for giving boys a classical education, we find it to be simply conformity to public opinion". Herbert Spencer.

2. "The drawbacks of studying Latin outweigh the advantages:

a. cost is too great.

b. mixture of conflicting studies distracts the learner. Alexander Bain.

3. "Classical training as pursued in Germany does not exert any influence worth noting upon pupils German style/" Fried. Paulsen.
4. "Education of progress of today should not be hampered by the dead hands of useless tradition." Situation in the field of Latin was real once; now it is artificial." David Snedden.

5. "Tests prove the mockery of the statement that Latin translations are an asset to the study of English."

Briggs and Miller.

PART II. THE PRESENT STATUS IN AMERICA.

CHAPT. IV. STATISTICAL STATUS.

I. Enrollment of Latin students in High School.
   a. percent in proportion to total high school enrollment.
   b. percent in proportion to the population of the country.
   c. estimated distribution by years.

2. Enrollment of Latin teachers by percent.


CHAPT. V. OBJECTIVES in the TEACHING of SECONDARY LATIN.

I. The evaluation of ultimate objectives:
   a. Instrumental and Application Objectives
   b. Disciplinary Objectives.
   c. Cultural Objectives.

2. Valid objectives as emphasized in each successive year of the four year course.
CHAPT. VI. CONTENT OF COURSE IN SECONDARY LATIN.

I. Present content in relation to attainment of valid objectives.

2. General recommendations in regard to content.

CHAPT. VII. METHODS OF TEACHING SECONDARY LATIN.

I. Present methods in relation to attainment of valid objectives:
   a. analysis of examinations.
   b. transfer of training.


PART III. THE PRESENT STATUS in EUROPE.

CHAPT. VIII. THE PRESENT STATUS:

I. In England:
   a. secondary education and the War Classics and Reconstruction.

(1). more care given to laying a sound foundation than in amount of ground covered (which is the American way.)

(2). wider range of authors selected for translation.

(3). study of Latin is accompanied by a parallel study of Roman History.
3. In France:
   a. Secondary Education and the War
      (1) Reorganization of Sec. Ed.
         (a) Plan of 1902
         (b) Plan of 1923.
      (2) Education for Girls.
   b. Reform Schools.

Part IV. Conclusion.

CHAPTER IX. How to Remedy the Present Status.

1. Positive results must be produced if the study of Latin is to be retained:

2. Position of Latin According to the seven main objectives of Secondary Education.

3. Reform must be introduced among the teachers of Latin:
   a. Dry, lifeless, teaching must be banished.
   b. The subject must be taught according to its objective standards.
   c. The teacher must be instructed in child Psychology as well as in Latin Archaeology.
   d. The Latin teacher must become "humanized".

4. Curriculum requirements must be shortened, and wisely.

5. Latin must be elective if it is to be advantageous to the teacher, to the school, to the child.
PART I.

Introduction.

History.

Justification.

Objections.

(The Present Status of Latin in the High School)
Chapter I

The Historical Position of Latin in Modern Education

To-day, educators the world over are endeavoring to bring about an educational millennium, a utopian idea of perfect civilization which the majority of modernists believe can be obtained by the culture which man acquires in the contemplation of moving pictures of himself whether in the five cent theatre or the ten cent magazine, or the two cent newspaper. To this end every attempt is being made, both by argument and by action, to do away with the "tyranny of the classics" in high schools where the teacher is forbidden to use the Bible and is applauded for taking the daily newspaper as a text book.

The value of Latin and Greek has been weighed in the balance continually, and for over two hundred years we have

(1) Beman, E. T. Latin and Greek P. 40

* In this Chapter I have drawn largely from "The Teaching of Latin and Greek in the Secondary School" by Bennett and Bristol
had the age old debates between the "ancients and the moderns," ending almost as they were begun with no definite decision to either side. The present tendency, however, is to act instead of to controverse and, already, provisions have been made to give us a liberal education free from the dead hands of useless tradition. Not to seem too severe we may say here that, among the thoughtful anti-classicists, this reaction is not very complete. They may not accept our estimates of the transcendent value of the classic literatures or the unique discipline of classical studies. But they are observing with mixed feelings a Greekless generation of graduates and wondering what a Latinless generation will be like. They recognize that a real education must be based on a serious, consecutive, progressive, study of something definite, teachable, and hard. And while they may not agree with us that no good substitutes for Greek and Latin and the exact sciences can be found, they are not quite so certain as they were that sociology, household administration, modern English fiction, short stories

(2) Youmans, The Culture Demanded by Modern Life. P. 442
as a mode of thinking, modern French and German comedies are "equally good."

Since no subject is too stale for "rattling speech" this period of renewed and possibly damaging reconstruction and reorganization, damaging to the very life of humanity itself, offers a most opportune time to make a historical resume and a repertory of facts, statistics, and recommendations of and adaptable to present conditions of the study and teaching of Latin in secondary education.

Classical education is not an academic superstition, an irrational survival of the Renaissance. It is a universal phenomenon of civilization. Higher non-vocational education has always been largely literary and linguistic, and it has always been based on a literature distinguished from the ephemeral productivity of the hour as classic. It was so at Rome, in China, in Hindustan and among the Arabs. The Greeks, whose supreme originality makes them an exception to this—they studied Homer and their own older classics to form, not
inform, their minds. This universal tendency is in main due to an instinctive perception of the principles on which the case for the classics still rests. It must be a broad discipline of the intellectual powers that shall at the same time attune the aesthetic and the moral feelings to a certain key. No study but that of language and literature can do this, and the very definition of classic implies that it is the source and chief depository of the national tradition either of culture or religion or both.

Irresistible historical circumstances however rather than conscious deliberation and choice determined the introduction of Latin as an instrument of higher education. The political, ecclesiastical, and literary conditions of the Middle Ages made the study of Latin indispensable to every person of station. Latin was the language of the Church, of the state, of law, of scholars, of the professions. It was studied, therefore, in the monastic schools with the object of acquiring a practical mastery of the spoken idiom for actual use. Latin was not only the medium of instruction but also the medium of conversation.
Intended to serve merely mechanical purposes, Latin was
studied exclusively in a purely mechanical way. Yet, irrational
as the method seems to us, we can hardly deny that it was
entirely consistent with the purposes which the study at that
time intended to subserve. Nor can we feel surprised that,
with this conception of the function of Latin, there should have
prevailed a low and almost barbarous standard in the employment
of the spoken and written idiom.

With the humanistic revival of the fourteenth and fifteenth
centuries there manifested itself an altered and loftier
conception of the Latin study. This new conception was a
natural and inevitable result of the fundamental spirit of the
humanistic movement. While throughout the Middle Ages all
intellectual life had culminated in the ecclesiastical ideals
of the scholastic philosophy, the new movement placed man,
human capacities, human achievements, and human aspirations
in the foreground. The great works of classical antiquity
were recognized as of vital importance in understanding and in
solving the new problems.

This conception of Latin as an instrument of education
speedily wrought a revolution in the methods of teaching. 

hitherto both the form and the content of the Latin master-

pieces had been neglected. Now both began to meet recognition.

The great Latin classics were read and studied for their vital

bearings on the intellectual life and aspirations of the new era.

They were no longer primarily a means of acquiring a familiarity

with the "disiecta membra" of the barbarous idiom which had till

recently prevailed.

Along with this appreciation of the substance of Roman

thought went an appreciation for the form in which it was

expressed. The spirit of the day was anti-barbarous to a degree.

The humanities became the fashion, just as science became the

fashion in the nineteenth century. Fashion has a wonderfully

persuasive power and it runs in cycles in intellectual matters

as well as in clothes. 

Correctness and elegance of diction came to be a passion with the Latinists of the time. The

devotees of the New Learning demanded a place for it in the

universities. University faculties perfectly confident, as

university faculties always are, that what they had in the

curriculum was quite good enough, and conservative enough to

(3) Bennett & Bristol, Teaching of Latin and Greek P.3
(4) Walsh, James J. Education, How Old the New P.104
to think that what had been good enough for their forefathers was surely good enough also for this generation, refused to admit the new studies. For a considerable period, therefore, the humanities had to be pursued in institutions apart from the universities. Indeed it was not until the Jesuits showed how valuable classical studies might be made for developmental purposes, and true education that they were admitted into the universities. (5)

Note the similarity with certain events in our own time in all this. Two generations ago the universities refused to admit science. They were training men in their undergraduate departments by means of classical literature. They argued exactly as did the old medieval universities with regard to the new learning, that they had no place for science. Science then had to be learned in separate institutions for a time. The scientific educational movement made its way, however, until finally it was admitted into the university curricula. Now we are in the midst of an educational period when the classics are losing in favor so rapidly that it seems as though it would not be long before they would be entirely

(5) Walsh, James J. Education, How Old the New 1.105
replaced by the sciences, except, in so far as those are concerned who are looking for education in literature and the classic language for special purposes.

Are not the pleas, so forceful in the medieval period, just as strong and convincing to-day. It is essentially the same humanistic conception of Latin study which has prevailed in modern education since the Renaissance.

In the United States, Latin, as study of secondary education, naturally started with purely English traditions. These fortunately were humanistic in the best sense. Still, for a long time Latin was thought to be peculiarly a study for boys who were preparing for college. During the last generation in particular a different attitude seems to be manifesting itself. The number of students of Latin in our secondary schools has in recent years been increasing out of all proportion to the number of students who go to college. Unless this phenomenon be attributed to an unaccountable infatuation, it admits of but a single interpretation: Latin is now recognized as an important element of secondary education for the average pupil whether he is intending to go to college or
not. It is perhaps unfortunate that the present tendency
toward a larger study of Latin in our schools cannot be traced
to any recent sober discussions of the value of Latin; in fact
it is not a little surprising that this rapidly increased
recognition has occurred in the face of the most vigorous
assaults upon the classics which this country has ever witnessed.
Yet experience is the great teacher, more convincing than all
the arguments of the academicians. Is it too bold to say
that the experience of those who have seen the positive results
of the study upon others, is after all the ultimate reason which
is so potent in winning increased recognition for Latin? What-
ever the cause of the existing conditions they are with us.
That there is abundant justification for their permanence, it
will be the aim of the following chapter to show.
Chapter II

The Justification of Latin as an Instrument in Secondary Education

The presumption in favor of any belief generally entertained has existed in favor of many beliefs now known to be entirely erroneous, as is especially weak in the case of a theory which enlists the support of powerful special interests. The history of mankind everywhere shows the power that special interests, capable of organization and action, may exert on securing the acceptance of the most monstrous doctrines. We have, indeed, only to look around us to see how easily a small special interest may exert greater influence in forming opinion and in making laws than a large general interest. (1)

One group of educators sturdily defends the traditional classical course with its great emphasis on Greek and Latin,

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(1) Henry, George Protection or Free Trade p.12
while another group as urgently insists that if any foreign languages are taught, they must be the modern ones. These opposing schools of thought are profoundly sincere in their conflicting beliefs. Each side is absolutely certain that it is right and is unalterably of the opinion that there is no other side of the question to be even so much as considered. anything that agrees with its own side is based on reason; anything opposed is but ignorant prejudice. Under the circumstances the disinterested outsider may well suspect that where there is so much sincerity and conviction, there must be much truth on both sides. And undoubtedly this is the case.

The arguments for and against the study of Latin in the high school run on a parallel, they are ad infinitum. As long as man is free to think there will be differences. The very definition of what a true education is will ever be the determinant in the vogue of a subject. However as that may be the case, the value of the classics does not rest on any one argument and is not impaired by the exaggerated importance that mistaken zeal may attribute to any one. Those who still hang on the superiority of the classics as discipline do not,

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(2) Franklin, Sebbitt "What the schools teach and ought to teach" p. 96

Cleveland Education Survey, 1915
as a result, tacitly acknowledge themselves beaten on the point of their intrinsic value and vice versa. The question for the teacher is whether any other study is likely to be more "useful" to his students. So in arguing that the classics give the engineer a power of expression which he requires for use as well as ornament I do not mean to commit myself to the proposition that all classicists do. I simply mean, what all experience proves, that the study of the classics is, on the whole, an excellent training in expression - perhaps a better one than the unpremeditated effusions of "daily themes," and that discipline in the power of exact and lucid expression is a utility for the engineer.

It is not my intention in this thesis to expound the values of Latin and to hold up the subject as an absolute essential in modern education. I simply wish to make clear, right here, a few of the important reasons for the study of Latin in modern education.

Let us first consider the function of language in general as an instrument of education.
The function of education is confessedly to prepare pupils to be useful members of society. To make them such it is essential that they be taught to understand as fully as possible the nature and character of the national life—social, civil, political, religious—in which they are born or in which their lot is cast. What now is the instrument best adapted to the attainment of this end? It is language. Language is the supreme instrument in education, that is, the higher education, because of its universal nature. It promotes intellectual discipline and brings intellectual power—it deals with ideas—its analysis demands refinement and nicety of thinking. So long then as ideas are important, and so long as the underlying conceptions which reflect the national life of a people are important, the supreme value of the mastery of these through language study will continue to be recognized. By the study of language is meant the study of one's own language; but this study of one's own language is achieved incomparably better by the indirect method of studying another language. Only so can the necessary processes of comparison be effectively instituted.
what now are the reasons for studying Latin in the secondary school? What are the effects upon the pupil at present to maintain its status and its extent? Its effect on the English language comes first.

Latin confers mastery over the resources of one's mother tongue, over the ideas of which words are but the symbols, and the assimilations of these into one's own intellectual life. This mastery comes as the direct and necessary result of careful daily translation, a process involving on the one hand a careful consideration and analysis of the thought of the author read, and on the other hand a severe and laborious comparison of the value of alternative English words, phrases, and sentences, with the consequent attainment of skill in making the same effective as vehicles of expression. No one, I think, will undertake to deny that the results here claimed are actual; and if actual, it can hardly be denied that they constitute an important justification for the study of Latin.

Every teacher knows its importance, he knows that it is a serious work, often slow work, but he knows what it means to the pupil who submits to it. Positive knowledge, except to a limited
degree, he is not gaining; but he is learning what words mean; he is learning to differentiate related concepts; he is acquiring sense for form and style.

There has been a great outcry in recent years about the importance of English and it has been one with which the body of thoughtful men have in large measure sympathized. All have cheerfully acknowledged the great importance of an ability to use one's native idiom with skill and power. It is because translation from Latin to English seems such a stimulating vitalizing exercise and so helpful to the student who would attain mastery of his own language, - it is because of this that I find full justification for the study of Latin. Language is subtle. We cannot explain its charm by any philosophy. But it is the key to literature, and our own language must ever be the best key to our own literature. Compare what Lowell says in his address to the Modern Language Association in 1889. "In reading such books as chiefly deserve to be read in any foreign language, it is wise to translate consciously and in words as we read. There is no such help to a fuller mastery of our vernacular. It compels us to
such a choosing and testing, to so nice a discrimination of sound, propriety, position, and shade of meaning, that we now first learn the secret of the words we have been using or misusing all our lives. Translation teaches, as nothing else can, not only that there is a best way but that it is the only way. Those who have tried it know too well how easy it is to grasp the verbal meaning of a sentence or of a verse. That is the bird in the hand. The real meaning the soul of it, that which makes it literature and not jargon, that is the bird in the bush which tantalizes and stimulates with the vanishing glimpses we catch of it as it flits from one lurking place to another:"

"At fugit ad salices et se cupit ante videri."

We must not forget that the real strength of Latin instruction lies in the recognition of the wide difference of ideas which is brought out in choice of words and phrases as one translates from Latin - These ends we must reach by a constant comparison with the mother tongue through the medium of a more extensive employment of translation than has heretofore prevailed. No matter how similar in meaning words may be, there
is always a difference in their possible applications a
difference due to tone, spirit, temper, to the influence of
associated words, or to arbitrary usage. The choice of words
thus becomes a matter of telling or not telling the truth.

Expertness in phrase-making and in the use of prepositions
depends upon a true perception of root-images. Burke's
expression of a common idea, "In this posture things stood,"
reveals his sense for true association of images. Untrained
by his Latin he would doubtless have said: "Things were about
like that." No one ever achieves perfection in this difficult
business; the deplorable fact is that so many young people
never begin it at all. Even a little Latin is valuable here.
At least it will enable one to detect the broader distinctions —
to reach certainty about memorandum propaganda, and formulæ
for instance — and it may induce good habit. And is it not
true that the men of the half-century ago who spoke with such
power against the classical training of their day were able to
make the distinctions by which they carried their cause to
victory mainly because they had enjoyed the benefits of that
some classical training? Compare their utterances with those of the later breed of Philistines, and the difference is as great as that noted by Mark Twain between lightning and the lightning bug.

The student of accuracy in English needs Latin in order that he may master the Grammar of English. Only by comparison in kind can grammatical concepts be firmly fixed. And this comparison should be with Latin partly, because of the completeness of its grammatical apparatus but chiefly because the native English sentence was first made orderly, logical, serviceable, and efficient under the grammar of Latin. The Latin syntax therefore compels logical statement. The Latin sentence represses waywardness and teaches many lessons of method and order that are not easily or economically learned by a practice in English alone.

Second in importance comes the disciplinary value of Latin — the term "mental discipline" meaning that the study gives to the individual certain words and linguistic forms that belong to other languages, the moderns, that are transferable

to them, and so will act as part of those languages already learned before the study of them is taken up. The study would then become less of a task as the modern language would be partly learned. These three characteristics, then, may be called — useful habits of study — increased mental power — and transferable technique and information. The great boon in favor of the disciplinary value of this subject lies in the fact that what is learned from Latin could be learned easier and quicker from French or German.

Again, every hour spent by the student in improving the accuracy or elegance of his version is, apart from its practical service in mobilizing his English vocabulary, an unconscious philosophic discipline in the comparison of two sets of conceptual symbols, and the measuring against each other of two parallel intellectual outgrowths of the one sensational root of all our knowledge. Every time the student is corrected for washing out in his translation some poetic image found in the original, he receives a lesson in the relation of the symbolizing imagination to thought. Whenever

(5) "What is the disciplinary Value of Latin."
Schools & Society Sept. 24, 1921, pp.205 - 10
(6) Shorey "Discipline and Dissipation"
School Review 1897 P. 228
an apparently grotesque or senseless expression is elucidated
by reference to the primitive or alien religious or ethical
conception or institution that gives it meaning, he receives
a simple, safe, and concrete lesson in comparative religion,
ethics, folk-lore, anthropology or institutional history as
the case may be. The effect of this kind of discipline is
uncritical, insensible and cumulative. It cannot, of course,
cancel the inequalities of natural parts; it cannot take the
place of practical acquaintance with life and accurate
knowledge of a special trade or profession. But pursued
systematically through the plastic years of youth, it
differentiates the mind subjected to it by a flexibility, and
delicacy of intellectual perception which no other merely scholastic
and class-room training can give in like measure.

President Eliot, when discussing the question "wherein
popular Education has failed," definitely stated the four
essential processes which should be involved in any rational
and effective system of instruction. (7) Latin, when well
taught promotes to an eminent degree these four essential

(7) Eliot, Charles "Wherein Popular Education has Failed"

American Contributions to Civilization
processes of the educated mind:

1. Accurate observation - The alert, intent, and accurate use of all the senses resulting in facts which are the only foundations of sound reasoning. The study of Latin trains the observing faculty. To fathom the meaning of a Latin sentence requires a whole series of accurate observations. Thus the pupil sees the word vidi in a sentence; he observes that the word is a form of video; he takes note of the voice, mood, tense, person, and number. He may make other observations.

2. Recording - Little of this observation is recorded in speech or writing in the preparation of a lesson, but it is recorded mentally, which according to President Eliot is entirely adequate. The process moreover is necessarily constant. No lesson in a Latin author can be adequately prepared without sustained and repeated observing and recording from beginning to end.
3. Reasoning - Every conscious endeavor rightly to combine and accurately to interpret the words, phrases, sentences, and paragraphs of a Latin author is an exercise of reason. Induction is not the only mode of reasoning although President Eliot would have us believe otherwise. Deduction must be used by men in forming opinions. Only a specialist can reason inductively where honest settlement by inductive processes demands almost infinite time and pains not to speak of actual training.

4. Expression - Education should cultivate the power of expressing one's thoughts clearly, concisely, and cogently. Latin, in translation, involves constant practice in expressing the results of one's observing, recording, and reasoning.

These processes may be acquired in the study of some other languages to be sure yet if one language only can be studied it should be Latin;

1. Because of the remotesness of the concepts and
ideas of Latin from English.

2. Because Latin has supplied us with so large a share of our own vocabulary.

It is impossible to claim too much for them as a discipline in the all important art of interpreting the expressed thought of others. Information, knowledge, culture, originality, eloquence, genius may exist without a classical training; the critical sense and a sound feeling for the relativity of meaning rarely, if ever.

...but the superiority of the literature itself, for the purpose of education is still more marked and decisive. Even in the substantial value of the matter of which it is the vehicle, it is very far from having been superseded. In cultivating the ancient languages as our best literary education we are all the while laying an admirable foundation for ethical and philosophical culture.

We must not fail to realize that Roman thought, Roman literature, Roman language, and Roman history lie at the foundation and enter inseparably into the structure of our

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(9) Benson Latin and Greek P. 83
own thought, literature, language, and history. They are still unexhausted springs of thought and inspiration to-day when we so often, in the problems of our world wide Empire find warnings in the history of the Romans which we find nowhere else.

It is difficult to bring home to those who have not thought about it the extent to which our life is dependent upon that of Rome and is unintelligible without it. Our Philosophy is based upon Plato and Aristotle and makes a leap thence to Hobbes and Locke; but Plato and Aristotle remain unsuperseded by Kant or Hegel, or even by Nietzsche or James. The whole modern system of law is based upon Roman law, thus making Latin indispensable to one in that branch of service. The student of English, if devoid of Latin, must pick and choose his readings with great care if he would maintain his interests for long. Unless he confine himself to the Saturday Evening Post and the journal of his trade he will many times feel himself a stranger where the reader with even a little Latin will feel at home. He will find whole
periods of English prose impossible and much of English verse beyond his imaginative reach. He is debarred from real intellectual sympathy with no inconsiderable portion of the nineteenth century prose and verse — with portions of Longfellow, Lowell, Emerson, the Arnolds, the Brownings, Landor, Keats, Shelley, Byron, Tennyson, Wordsworth, Macaulay, Newman, George Eliot, Ruskin, Rossetti, and even Thomas Moore. The difficulty does not merely lie in the number of direct allusions to the classics. One may work assiduously with reference books and may find in them many useful facts. But when proper names are missing and phrases are encountered that lie one or two removes from the plain statement, enjoyment must cease for the student who has no part in that literary inheritance which classical culture has bequeathed. He does not feel the sense of pleasure and of satisfaction in his own mind which the pride in correct interpretation and imaginative creation would bring. He loses sense of polish, grace, and refinement which is the keynote to our English literature, especially poetry, which abounds with ancient references.

The principal function of education as it seems to many
thinking people is so to train our youth that they may find in their minds and in their tastes a perennial source of satisfaction and enjoyment. It trains the intellect in close association with the sense for beauty and for conduct as no other studies can. The iridescent threads of cultivated and flexible aesthetic and ethical instutions must be shot through the intellectual warp of the mind at the loom. They cannot be laid on the finished fabric like an external coat of paint. The student thus educated in the great language and literature of the world has essential methods, and the finer intuitive perceptions of the things of the spirit on which all the more systematic study of mental and moral sciences must depend.

In concluding the case for Latin one may say that reason and experience show that Latin in secondary education is capable of producing intellectual results which no other subject so far is capable of producing.

"Classical secondary education lays a broad and sure foundation for subsequent special courses, and fits the recipient to take his place with credit as well in the

(11) Shorey - "Discipline and Dissipation," School Review -1897 p. 228
professional and technical schools as in the great world of business, and this after the most approved fashion. It makes youth equal to the duties of their time and station while infusing into them the stamina to share fully in its responsibilities. To elevate character, to enable ideals, to secure and insure happiness, to give sources of influence is its main purpose. The scholarly refinement that is its fruit adds a zest and a charm to life."

"What you cannot find a substitute for is the classics as literature; and there can be no first hand contact with that Literature if you will not master the grammar and the syntax which convey its subtle power. Your enlightenment depends on the company you keep. You do not know the world until you know the men who have possessed it and tried its wares before you were ever given your brief run upon it. And there is no sanity comparable with that which is schooled in the thoughts that will keep."

"Among the advocates of classical studies have been nearly all the great critics of the nineteenth century from

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(12) Reilly, Rev. F.H. - St. Mary's College Bulletin - 12:9-10; Jan. 1916

Goethe, Coleridge, and Sainte de Feuve to Brunetière, Anatole France, Lemaître, Faguet, Doumic, Lowell, and Arnold."

(14) Shorey, Paul - Atlantic Monthly 119:799 June 1917
Chapter III

Objections Urged Against Latin

I have dwelt at length on the various reasons for studying Latin in the secondary school. It remains for me in this chapter to lay open the objections raised against the study by some of the representative thoughtful students of education. With both viewpoints clearly before us we can better appreciate and realize the worth of the evaluation of the objectives in studying Latin as they are treated in a later chapter.

In 1861 Herbert Spencer published his work on Education: "Intellectual, Moral, and Physical," consisting of four essays. The title of the first essay is: "What knowledge is of most worth." In discussing this question no attempt at a comparative estimate of the educational value of different studies is instituted. Spencer observes:
"If we inquire into the real motive for giving boys a classical education, we find it to be simply conformity to public opinion. As the Orinoco Indian puts on his paint before leaving his hut, not with a view to any direct benefit, but because he would be ashamed to be seen without it, so a boy’s drilling in Latin and Greek is insisted on, not because of their intrinsic value, but that he may not be disgraced by being found ignorant of them." (1)

This is the sum of Spencer’s examination of the worth of either Latin or Greek. The bulk of this first essay is devoted to an exposition of the thesis that the study of science is of some worth to some people, nothing more.

And here we see distinctly the view of our educational system. It neglects the plant for the sake of the flower. In anxiety for elegance, it forgets substance. While it gives no knowledge conducive to self-preservation — while of knowledge that facilitates gaining a livelihood it gives but the rudiments, and leaves the greater part to be picked

(1) Spencer Herbert - *Education: Intellectual, Moral and Physical* 25.
up any how in after life — while for the discharge of parental functions it makes not the slightest provision — and while for the duties of citizenship it prepares by importing a mass of facts, most of which are irrelevant, and the rest without a key; it is diligent in teaching everything that adds to refinement, polish, eclat. Supposing it is true that classical education conduces to elegance and correctness of style; it cannot be said that elegance and correctness of style are comparable in importance to a familiarity with the principles that should guide the rearing of a child. Grant that taste may be greatly improved by reading all the poetry in extinct languages; yet it is not to be inferred that such improvement of taste is equivalent in value to an acquaintance with the laws of health. Accomplishments, the fine arts, belles-lettres, and all those things which, as we say, constitute the efflorescence of civilization, should be wholly subordinate to that knowledge and discipline in
which civilization rests. As they occupy the leisure part of (leisure) so should they occupy the leisure part of education.

The value of Latin can never be proved or disproved by discussing the value of something else, nor can it be proved or disproved by passionate declarations of its worth or worthlessness. Spencer unfortunately has not attempted to go beyond these methods; and it is doubly unfortunate that this attitude has been assumed by a thinker who usually exhibits such exceptional seriousness, candor, and intellectual integrity, and the influence of whose utterances must inevitably be so great.

Much more commendable is the procedure of Alexander Bain (1881) in "Education as a Science." Bain in treating the value of the Classics [1] concedes that there are many advantages but he practically ignores the transcendent value of the increased intellectual power derived from their study. He overlooks the mastery acquired over the resources of one's mother tongue, that is, over the ideas which form the highest

[2] Bain Alexander, Education as a Science - Chapter X.
intellectual elements of our national life, the prime reason
for studying Latin. He plans his case of objection on the
basis that the drawbacks outweigh the advantages of the
study of Latin. The cost is too great; the mixture of
conflicting studies distracts the learner; the study is
devoid of interest; the classics inculcate the evil of
pândering to authority. Such broad statements as these require
examination.

The cost is too great. The amount of time consumed
in classical teaching during the best years of youth is well
known to be very great. The question, therefore, arises—are the benefits commensurate with this enormous expenditure
of time and strength. We might grant that a small portion of
time—two or three hours a week, for one or two years—
might possibly be repaid by the advantages; but we are
utterly unable to concede the equivalence of the results to
the actual outlay. In the more recent system of teaching,
under which some attention is given to the history and the
institutions of Greece and Rome, a certain amount of valuable knowledge is intermixed with the useless parts of teaching; and for this a small figure must be entered on the credit side. But all this knowledge could be imparted in a mere fraction of the time given to the language.

The mixture of conflicting studies impedes the course of the learner. And the supposition that the classical languages are taught not in their simple character as languages but with a view to logical training, training in English, literary culture, general philology, the carrying out of so many applications at one time, and in one connection is fatal to progress in any. The teaching of language itself as a means of interpretation is the fact and the whole fact. The language teacher is not an interpreter and expounder of history, poetry, oratory, and philology, but an instrument for enabling the pupils to extract these from their original sources in some foreign tongue.

The study is devoid of interest. Literature is nothing
if not interesting. This cannot be the case, however, if the pupils are thrust prematurely upon a foreign literature while mastering several new vocabularies. It is now plain to the best educators, that our own literature must be the first to awaken literary interest, and prepare the way for universal literature.

"I may avow as a result of my reading and observation in the matter of education that I recognize but one mental acquisition as an essential part of the education of a lady or of a gentleman — namely, an accurate and refined use of the mother tongue found through the medium of the literature of the same tongue." (4)

The classics inculcate the evil of pandering to authority. The Classical student is unduly impressed with the views promulgated by the Greek and Roman authors from the very length of time that he is occupied with them. The authority of Aristotle has long ceased to be fallible but the reference to his supposed opinions is still out of

(4) Eliot Charles W., Popular Science Monthly 17:145, 6/1880
proportion to any value that can now belong to them. Any views of his as to the best form of Government, as to happiness and duty, are interesting as information but useless as practice.

Less radical in his attitude toward the value of Latin in secondary education is Friedrich Paulsen (1885) Paulsen says that classical training as pursued in Germany does not exert any marked influence upon the pupil's German style. The vital results in education emanate from the personality of the teacher, not from the subject and Paulsen, himself, candidly admits that the ancient classics do afford an unusual opportunity for the effective exercise of personal influence, or at least that they would, did not the inability to understand the language in which they are written constitute an impassable barrier between teacher and pupil. Study leads to strife, hatred, pride and uncharitableness. Here Paulsen must admit, however, that the classics are not under obligation to make men kindly and charitable;
and it was never the professed ideal of these studies as designated by the humanities. Paulsen strange to say, expressly recognizes the justification of retaining quite as much Latin as is ordinarily pursued in American high schools.

According to Professor David Snedden ours is a conspicuously superficial culture; our ideals and our insight, where the genuine humanities of our day are involved, are in many essential respects lacking in depth and sincerity, and especially in the qualities of reality. Our agencies of liberal education, in spite of good intentions and an abundant provision of material means, have failed to meet the needs of our nation in this age. They have left us in a state of intellectual and spiritual unpreparedness. Why? Largely because those to whom we have entrusted the direction of our institutions of higher learning have had no adequate understanding of the meaning and character of liberal education as that something which must be developed for the needs of a

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Ironic civilization expanding and deepening into the twentieth century, a civilization carrying along growing aspirations for democracy, for harmony among peoples, and for profounder understanding of the essential things of the present and future. Our educational conservatives have been industriously trying to gather figs of liberal education from the thistles of the classics.

Those who disapprove the present protected position of Latin as a secondary school study do so because, in the first place, the insistently repeated allegations as to the educational values of Latin as now taught are without demonstrated validity; and, in the second place, Latin, as an artificially protected study, stands as the one pronounced barrier to the development of truly effective liberal education suited to the genius of the American people and to the needs of twentieth-century democracy. Are we to delude ourselves into thinking that the slow and perfunctory dissection of a few classical works of literature, produced by great minds that
lived in regions and times the thoughts, feelings, and aspirations of which are almost inconceivably far removed from ours, could serve to produce the insight and appreciation properly begotten of those studies called the humanities. We must learn to build for today and the future, and to turn to the past only when, in any given case, we shall have planted our feet firmly on the rock of the living present and the nascent to-morrow.

What do we liberals desire with reference to the classics in our schools and colleges. Only this: that the classics shall be awarded no special favors, given no artificially protected position. We wish the field of higher education to be made as open as possible to the end that, in its very effort to devise, invent and create the means of a liberal education adapted to the needs of our time and opportunity we shall not be hampered by the old inertias and controls of an age that saw, in a static civilization, the highest of all earthly glories.
Do we wish to prevent the study of Latin language and literatures? Assuredly not! For those with genuine interests in such studies every facility should be afforded in schools and colleges that can obtain enough students to justify the expense. And we hope that, given fewer students and the genuinely interested, such studies might become, for a few at any rate, genuine wellsprings of interest, appreciation and insight. In fact, a large part of the liberal education offered, even in the secondary school will consist in the deep plumbing by a few intellectuals of aesthetic fields in which the candidate has native interest and power.

Studying to think in a dead language is shackling the mind, instead of liberating it, and must lead not to a free but to an arrested development.

It is now our opportunity and our obligation so to organize existing educational and other agencies of culture that here the American people may be strong and creative. We must encourage our youth during their plastic years to look

about them and forward in the world of vital realities for objectives and to look within themselves for incentives to action. They must learn to adopt with caution and not all flatly to imitate the work of those who lived under conditions very unlike those which prevail to-day.

To make these things possible in education one immediate step that will help much is an educational declaration of Independence that will release the grip of one of the few surviving relics of the old world tradition - Latin. Latin has had its day and served its purpose well but that day is over. On with the studies that affect us to-day in an intimate way as a part of our very life! Give the humanities of to-day, the sciences, a place in the high schools.

Following closely on the liberal movement of Snedden (7) comes the statistical study of T. H. Briggs and S. R. Miller showing the Effect of Latin Translation on English. In this study of class-room translations of Cicero it was found that 34½% of the translations showed complete failure to comprehend

(7) S. R. Miller and T. H. Briggs, "the Effect of Latin Translation on English" School Review XXXI
(December, 1923.) PP 756-762
the thought of the passage and that an additional 40% fell below the standard of acceptable English. This showing is so obvious that something is wrong somewhere in the classical system. These per cent would stand strong in the face of any ultimate aims favorable to the study and should be regarded as dangerous to the furtherance of the classics by any conscientious teacher of the subject.

The objections of classical study from the eighteenth century up to the present day have been increasing in momentum until to-day when they have burst forth in all their fury to demand the rights of free choice in the educational system of secondary education.
PART II.

"The Present Status in America."

Statistical Status
Objectives--Evaluated
Content of Course
Methods of Teaching

(The Present Status of Latin in the High School)
CHAPTER IV.

STATISTICAL STATUS and TEACHERS' QUALIFICATIONS.

This chapter contains a statistical table of the number of students enrolled in the high schools from 1890-1924 in five-term periods; the number of Latin students, the percentage of Latin students, the percent of Latin students with regard to the total secondary enrollment; and the percent of the Latin enrollment with regard to the population of the United States, this last in periods of ten years. This table may be drawn up as follows:

N.B. (Table on the next page.)

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### Table

<table>
<thead>
<tr>
<th>Year</th>
<th>Data 1</th>
<th>Data 2</th>
<th>Data 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>123</td>
<td>456</td>
<td>789</td>
</tr>
<tr>
<td>1983</td>
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<td>901</td>
<td>234</td>
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<td>1984</td>
<td>345</td>
<td>678</td>
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</tr>
<tr>
<td>1985</td>
<td>789</td>
<td>234</td>
<td>123</td>
</tr>
</tbody>
</table>

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### Notes

- Data collected over the years.
- Additional comments on the performance.
- Important findings noted for future reference.
Thus while the population of the country increased in 1889-1890 about 28%, the attendance in secondary schools was more than doubled. In 1909-1910 the population of the United States increased about 21% and the enrollment in schools in 1909-1910 was more than four and one-half times as great as that reported in 1889-1890. With this tremendous increase each year in the school attendance the percentage of Latin enrollment seems to be lowered while in reality the number of students taking the subject each year is increasing. The cause for this increase in the study of Latin is hard to ascertain because of the fact that education is rapidly tending toward the practical subjects rather than toward the classics. Possibly the chapter on the evaluation of the ultimate objectives will offer us a possible solution of this phenomenon, in that it shows the intellectual and social appeals present in the study of this subject, which appeals find a responsive chord in the mind and heart of man if cultivated properly.

The fact that the percentage of Latin students deceives us in regard to the true situation can be upheld by the statistics which show that in our public high schools today we have hosts of students who even ten years ago would not have thought of a secondary education. The great majority of these students do not care for the study of foreign.

(2) Kelsey F.W. "Latin and Greek in American Education". 28.
languages, classical or modern, and very many of them are in
schools of the agricultural, technical or commercial type
where Latin is not often taught.

Therefore while the percentage of the Latin enrollment
is decreasing because of the enormous increase in the total
secondary enrollment nevertheless according to numerical
computation the enrollment of Latin students is on the increase.

Concerning the distribution of Latin by years, we have
a study which shows a decrease in the Latin enrollment in the
third and fourth years of the public high schools. It will
be noticed, in view of the following table, that about one-half
of this decrease is accounted for by a corresponding decrease
in the total enrollment in these years. This situation,
however, is not satisfactory, especially in light of the
character of the third and fourth years' courses in Latin
and because pupils like Vergil better than any other author
read in the secondary curriculum. It is to be remembered that
some students who are taking Latin in the third and fourth
years are not taking third and fourth year Latin, because
they do not begin the subject until the second year or later.
There are other pupils who begin Latin in the Junior high school
and continue it for three years or longer. The decrease in the
Latin enrollment in the third and fourth years of private
schools is much smaller.
As an illustration of this matter of the distribution of Latin by years let me give the table drawn up by the United States Bureau of Education for 1923-1924:

### Public Schools

#### By Percentages

<table>
<thead>
<tr>
<th>Grade</th>
<th>7th.</th>
<th>8th.</th>
<th>9th.</th>
<th>10th.</th>
<th>11th.</th>
<th>12th.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4</td>
<td>5</td>
<td>35</td>
<td>25</td>
<td>18</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Latin</td>
<td>0.6</td>
<td>1.4</td>
<td>46</td>
<td>31.5</td>
<td>14</td>
<td>6.5</td>
<td>100</td>
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### Private Schools

#### By Percentages

<table>
<thead>
<tr>
<th>Grade</th>
<th>7th.</th>
<th>8th.</th>
<th>9th.</th>
<th>10th.</th>
<th>11th.</th>
<th>12th.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>34</td>
<td>27</td>
<td>22</td>
<td>17</td>
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<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td>39</td>
<td>28</td>
<td>20</td>
<td>13</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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After considering the statistics of the student body in secondary education our thoughts naturally turn to the teaching staff. Today we find that there are approximately 22,500 teachers in the high schools of the country. More than 25% of these have had less than eight years of schooling beyond the elementary grades, almost exactly 25% have not studied Latin beyond the secondary school stage and only slightly over 25% have studied Greek; half of this number not beyond the high school stage. These plain facts betoken the need of reorganization in the training of Latin teachers and, for that matter, in the training of all teachers.

In the preparation of our teachers is to be found perhaps the weakest point of the problem of American education. The fact, I believe, is incontestable that we are far behind the great nations of Europe in the loftiness of our conception of the teacher's function and in the seriousness of our preparation for the teacher's duties.

A better sentiment is now manifesting itself, and it is to the credit of our best educational leaders that they are keenly conscious of our shortcomings and are training every energy to remedy them. Yet the task is so large, and its importance as yet so far from being generally appreciated that it cannot be
superfluous to call attention here to our great deficiencies in the training of our teachers of Latin. In the first place, teaching, with us, does not rank as a profession although the attitude is leaning toward that classification. As a result the body of teachers is recruited largely from the ranks of recent college graduates who resort to teaching as a makeshift while they are accumulating the means to pursue their special preparation for medicine, the law or something else; or from young women who turn to teaching as a respectable occupation during the period they spend between the completion of their education and marriage. Even among the small number of those who enter the vocation of Latin teaching deliberately with the intention of making it their life work, few are at all adequately equipped for their task. Many of them have never been to college at all. Some few have had one or two years of undergraduate study of Latin. Fewer have made it a serious study throughout their course, while the number of those who have had a year or two of graduate study is so small as to constitute practically a vanishing quantity in the great sea of poorly equipped teachers on the subject.

Without good teachers it is impossible to have good teaching and we shall never have efficient teachers of Latin or anything else, except as exceptions to the prevailing mediocrity,
until we set as a primary requisite a lofty standard of knowledge of the subject to be taught. Force of character, magnetic personality, pedagogic skill, are all necessary in their own particular way, but the man or woman who possesses these three and who is not saturated with the most thorough knowledge of the subject he or she has to teach is incapable of making the teacher we have a right to demand in our secondary schools. This doctrine holds good for all teachers of all grades and branches.

The greatest defect in American educational teaching is the prevailing superficiality in the attainments of American teachers. They do not know their subjects. At least they do not know Latin as well as they ought to teach it even with a moderate degree of success. There are noble exceptions to this sweeping statement, which is meant only to characterize the general field of Latin teaching. Nor do I pass judgment on the incompetent. They are almost without exception men and women of character, of serious and earnest purpose, and faithful often to the detriment of their health in the performance of their tasks. They are, nevertheless, endeavoring to achieve the impossible—- to perform a work involving the employment of large resources, without ever having secured the necessary preparation. They are victims of a system which nothing but a quickening of the public conscience, local, state and national can alter. But the change is inevitable.
It will not come in a moment; it is now in progress and the
devoted teacher should be the one above all others to give
comfort and support to this forward movement, for it will give
to the teacher new ideals, new life and new dignity.

At present, according to the Classical Investigation,
conditions are not particularly unsatisfactory except in public
high schools in places with a population of under 2,500 where
nearly 40% of Latin teachers have never gone beyond the secondary
school stage in their own study of the language and where almost as
many are not college graduates. These small schools include over
three-fourths of the public high schools of the country and about
three eighths of the public high school Latin enrollment. (4)

In regard to the number of Latin teachers who have
studied Greek the situation is bad in all the groups of schools,
and has probably been getting worse rather than better during the
past few years. Conditions are such that it is evident that
this matter of the qualifications of teachers lies at the very
foundation of the Latin problem. The causes of the weaknesses
which exist are complex though obvious. Remedies must be
applied skilfully, patiently and economically.

Today the educational world is endeavoring to correct
the failures of the training of teachers, by introducing special
schools for teachers, colleges of education, which are the greatest
asset yet given to the world. In these schools of preparation
such courses are given as will equip the teacher with a fount of

(4) Classical Investigation, Part I, Chapter 11, Section 2, p.22.
of knowledge concerning the correct application of his special interest, but that which is more important still, with a fundamental knowledge relating to the high school child, and thus necessarily to the adolescent, to his nature, his temperament and his needs. With this insight into human character she can conduct her procedures better and think of the students in terms of sympathy and understanding as one in need of help and guidance and love rather than as a machine to grind out so many lines of translation or so many verb conjugations. This introduction of child psychology into the school is the first step we have as evidence of the great work outlined by the schools of education. As a consequence of this auspicious beginning we may look forward eagerly to the day not so far away when we will have a corps of teachers trained as their duty demands to profitably educate and mould human life and character, not war it by harshness and disinterestedness.

Before concluding this chapter on teacher qualifications it might be well to sketch briefly the range and degree of knowledge that may be fairly expected of the teacher of Latin. First of all the teacher should have an exact knowledge of the Latin language, for the language is the indispensable instrument with which the pupil works in his study of Latin. How wide must this knowledge be on the Teacher's part? What should it embrace? Will a thorough mastery of some approved manual of
grammar suffice? Far from it! The teacher should be above any book. He must be familiar with many works of divergent views. In practical teaching he will meet, or ought to meet, incessantly with problems covering the whole range of the linguistic field, some suggested by his own study and experience, others suggested by his eager pupils. If these problems are to be met and solved, instead of being brushed aside in indolence or by artful evasion, the teacher must know the means available for their solution. In every case he ought to know the literature of his subject and be able to draw his own independent conclusions in view of the available evidence.

While the language must be first and foremost in the equipment of the adequately prepared teacher, there are many other fields in which he must be more than a tyro. Some special knowledge of the topography of ancient Rome and of ancient geography in general should be his. The historical disciplines, too, have a large claim to make which can not be safely ignored. Under this head comes not merely political history, but the allied disciplines of philosophy, mythology and the history of literature. Again we have the broad domain of Roman antiquities, political, private, religious and legal, a knowledge of each of them being practically indispensable. Some acquaintance with the
nature and methods of textual criticism must also be in the teacher's possession before he can properly comprehend the condition in which the ancient texts have come down to us, and the spirit in which their modern interpretation should be approved, and even approached. That the prospective teacher should have read widely in the field of the classical literature is taken for granted, and also, that his familiarity with Latin is such that he can interpret any ordinary passage of simple prose without extensive recourse to lexicon or commentary.

This is simply the "irreducible minimum" which the teacher must have in order to meet fully the legitimate demands which will be made upon him in the conscientious performance of his daily duty. One other addition, however must be made, namely, a knowledge of Greek. The teacher of Greek may do without Latin, but the Latin teacher can not do without Greek. All Roman civilization is so dominated by Greek influences and Greek ideas that the person ignorant of Greek is incapable of understanding and interpreting to others the significance of Roman life and thought.

Such training involves, obviously, no small outlay of time and means. It involves specialization in Latin throughout the college course, and it involves at least a possible two years.

Bennett and Bristol, "Teaching of Latin and Greek", pp. 209-211
of severer concentration on the classics after graduation.

We may be slow in attaining the standard indicated but it is bound to come, and until we reach it, or something approximately equal to it, we can not honestly claim that we are doing our whole duty by the pupils of our secondary schools.
Chapter V.

Objectives in Teaching Secondary Latin

In organizing a course of study in Latin, or in any other subject, the aims or objectives of the course should first be clearly ascertained and then the content and method should be chosen so as to provide conditions most favorable for full attainment of the valid ultimate objectives.

The present chapter is devoted mainly to the fundamental question of ultimate objectives as found in the Latin courses in the high school of to-day and the two succeeding chapters discuss chiefly the question of content and method. While the problems of objectives, content and method are treated for convenience in separate
chapters, these problems are not independent of one another. They are clearly interdependent, and evidences of their close interrelation will appear in the treatment of almost every topic.

By ultimate objectives are meant those which involve educational values upon which the justification of Latin as an instrument in secondary education must depend, namely, those abilities, knowledges, attitudes, and habits which continue to function after the school study of Latin has ceased; for example, the ability to determine the meaning of an unfamiliar English word derived from Latin, the habit of sustained attention, or an appreciation of Roman civilization on the course of western civilization.

Before setting forth the objectives examined, and here let me say that this study was carried on by the Classical League of America - 1928, it must be understood that they have been defined in as concrete and specific manner as possible in order better to measure their attainment under present conditions, and also to indicate the content and
method by which their attainment may be most effectually secured. The validity of each objective has been estimated in the light of all the evidence which could be collected with the resources available. Two principal means have been employed in securing the data: (1) scientific studies, including tests and measurements and (2) analysis of expert opinion of 1500 experienced secondary teachers of Latin.

The list of the ultimate Objectives are evaluated as follows:

1. Instrumental and Application Objectives

1. The ability to read new Latin after the study of the language in school or college has ceased.

In determining the validity of this objective the first question asked was: For what Latin pupils is this objective of value, if attained? (2)
The O'Shea study, based upon information secured through the extensive use of questionnaires sent to high school and college graduates, shows that of those college graduates who had studied — those

(1) Classical Investigation - Part I - Chapter III Section 3

(2) Classical Investigation - Part II - Chapter III, Section 7
who taught Latin were excluded from the inquiry—Latin for one, two, or three years in school and had studied no Latin in college, 1/4 of 1/3 had read during the preceding year some Latin not previously read; that of those who had studied Latin four years in high school and one or more additional years in college 4/4 had read some new Latin—either "short paragraphs in research," "a few poems" or "several hundred pages of medieval Latin."

An analysis of the present enrollment and distribution of students of Latin in the secondary schools and colleges shows that under present conditions two out of a total of three groups, or six out of every 1000 who begin the study of Latin in high school may be expected in any one year in after life to read some Latin.

This objective in view of the evidence given is not valid for most pupils in the secondary course.
and therefore should not be considered as an ultimate objective.

2. Increased ability to understand Latin words, phrases, abbreviations and quotations occurring in English.

The Walker study based upon an examination of the reading material contained in leading newspapers and popular magazines, shows that pupils who progress beyond the elementary stage in their reading of English will encounter much material of this sort. In the reading material examined 997 different Latin words were found exclusive of 449 Latin words naturalized as English, with a total number of occurrences amounting to 4,513.

This objective, involving as it does a more or less direct use of Latin should be attained in far higher degree than is the case at present. Of the 94% of teachers who in the general questionnaire regarded this objective as valid,

(3) L.V. Walker, "The Latin of Current Periodicals and Newspapers"

a doctor's dissertation at University of Wisconsin 1935.
60% considered that results secured in their own schools were satisfactory. In view of the total results, however, this judgement is too favorable.

3. Increased ability to understand the exact meaning of English words derived directly or indirectly from Latin, and increased accuracy in their use.

Obviously this ability is of great value for every pupil who carries his formal or informal education beyond the most elementary stage.

The Thorndike-Grinstead study based upon a count of over 7,000,000 running words, shows that 52% of the 17,303 most common English words are of Latin origin.

This objective was regarded as valid for the course as a whole by 98% of the teachers filling out the questionnaire.

(1) The Thorndike-Ruger studies based on results of the Carr test, show that pupils who had studied Latin for two semesters made an average growth in

(1) E.L. Thorndike and G.J. Ruger, "The Effect of First Year Latin upon a Knowledge of English words of Latin Derivation" School & Society, XVIII, September 1, 1923 PP 260-270
their knowledge of English words derived directly from Latin are one-half times greater than that made by their non-Latin classmates of the same initial ability. This superior growth of the Latin pupils is more noticeable in the first semester than in any succeeding semester of the two years studied by tests. The superior growth of Latin pupils is not uniform throughout the schools tested. The studies of Hamblen and Haskell, based on results secured in the Philadelphia controlled experiment, in teaching English derivatives, show that by the conscious adaptation of material and method to the attainment of this objective a superior gain can be secured over that made by non-Latin pupils three times greater than in the case when no special effort is directed to the attainment of this objective.

Of the teachers who in the general questionnaire regarded this objective as valid, 66% considered that

(5) "The Philadelphia Controlled Experiment in Teaching English Derivatives from Latin," Schools and Society XVI (July 3, 1932)
the results in their own schools were satisfactory.

4. Increased ability to read English with correct understanding.

The Thorndike studies based upon results of tests run with Latin and non-Latin pupils through a period of two years, show that Latin pupils made a slightly superior growth in the ability to read English over that made by the non-Latin group of the same ability.

Of the 88% of teachers who in the questionnaire considered this objective valid 57% indicated that the results secured in their own schools were satisfactory.

5. Increased ability to speak and write correct and effective English through training in adequate translation.

Not enough schools participated in the English composition national tests given to provide data for determining the extent to which this objective is at

(c) E.B. Thorndike, "The Influence of First Year Latin upon ability to read English," School and Society, XVII, (February 10, 1928) PP.165-168
present attained through the study of Latin.
However we have an example, in the Briggs-Miller
study of classroom translations of Cicero and
it was found that 34% of the translations showed
complete failure to comprehend the thought of the
passage and that an additional 40% fell below the
standard of acceptable English. This showing is so
poor that it is obvious that new methods of teaching
which will cause improvement are highly desirable.
It should be remembered, however, that the power
of expression in English is very low among high
school students generally. For example, the standard
for eleventh-grade pupils on the Nassau English
Composition Scale is only seven out of a possible
twenty-six.

Of the 90% of teachers who considered this
objective valid 42% considered that satisfactory
results were being obtained in their schools.
3. Increased ability to spell English words of Latin
derivation.

(7) J.R. Miller and T.I. Briggs, "The Effect of Latin
Translation on English," School Review XXXI (December 1923)
1-738-732
Controlled experiment proves that the study of Latin interferes slightly with the spelling of words of non-Latin origin, but that this interference may be eliminated by the use of proper methods. Out of the 80% of teachers who considered this objective valid 51% considered that satisfactory results were secured in their own school.

7. Increased knowledge of the principles of English grammar and a consequently increased ability to speak and write grammatically correct English.

The high value of the ability to speak and write grammatically correct English is not questioned but it is often questioned whether this ability is dependent upon knowledge of the principles of English grammar. The Kirby study, based upon the results of the Kirby English Grammar test, shows that the coefficient of correlation between ability to choose the correct grammatical principle involved is .65. The Charters-Ullman study of 25,000

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(8) T. J. Kirby, in a study not yet published
language errors shows that 22.6% of the errors made were due to failure to understand or to apply syntactical principles common to Latin and English, and that an additional 72% of these errors are of such a nature that they are remediable through the study of Latin.

Of the 97% of teachers who considered this objective valid 72% indicated that results were satisfactory in their own schools.

b. Increased ability to learn the technical and semi-technical terms of Latin origin employed in other school studies and in profession and vocations.

The School study shows that of 10,135 pupils who entered high schools in 1914, 1915, 1916, and 1917, and began the study of Latin, 23% studied physical geography during their high school course, 30% general science, 32% chemistry, 33% physics, 50% biology, 90% mathematics, 8.

(1) Classical Investigation, Part II, Appendix E.

general history, 61% ancient history, 23% modern history, 16% American history, and 7% various commercial subjects.

The Peabody study of the vocabulary of commonly used high school text books in mathematics, the sciences, history, and the language shows that two of the words pronounced a difficulty, including technical and semi-technical terms, over 60% are of Latin origin.

Of 15, 443 of teachers reported that objective valid 44% indicated that pronunciation results were being secured in their own school.

3. Increased ability to receive other training in Latin.

The research study, based on tests in vocabulary and sentence translation, with 75, several additional Latin and non-Latin papers at the end of their first year of French, shows that in general ability, the average score of the Latin papers in


—in Classical Investigation, June 22, Vol. 31, Section 11.
possibly higher but after the completion of the
two groups is made on the basis of equal demand.
considerably, the larger part of the superiority of
the Latin pupil disappears. The results of
tests run with the same pupils at the end of
their second year of French show that the
superiority of Latin pupils observable at the end of
the first year of French is not apparent at
the end of the second year.

Of the 81% of the teachers who considered
this objective as valid in the secondary courses,
77.4 indicated that satisfactory results were
being secured in their own schools. Here it
seems most probable that the judgment of the
teachers is too favorable.

II. Disciplinary Objectives.

1. The development of certain desirable habits and
ideals which are subject to spread, such as habits
of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of achievement, accuracy and thoroughness; and the cultivation of certain general attitudes such as dissatisfaction with failure or with partial success.

The development of these mental traits is not the province of Latin alone, but should be sought in every subject in the curriculum. This fact, however, does not absolve teachers of Latin from the responsibility of so organizing the content and method of the Latin course that the study of Latin shall make its greatest possible contribution to the attainment of this common objective. The standard set for the preparation of the regular Latin work should then be set up as an end worth striving for not only in Latin but in all subjects. "The real problem of transfer is a problem of so organizing the method of training that it will carry over in the minds of the students to other fields. It is
evident, however, that habits, ideals, and attitudes will not be transferred unless they are actually developed in the original training. The Brueckner study, based upon the results of tests given throughout the country shows wide variability in the extent to which these mental traits have been exemplified in the mastering of Latin itself. Experimental studies are needed to determine whether the relatively close relation between the study of first year Latin and the study of succeeding subjects is due to the presence of common content elements, to a transfer of general habits acquired through the study of Latin, to the fact that Latin selects pupils of higher average ability, or to two or all of these factors working together.

Of the 92% of teachers who considered this objective as valid 56% indicated that satisfactory results were being secured in their own schools.

3. Development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations.

Unless this general habit is developed, the specific transfers, while eminently valuable in themselves, will naturally be limited in operation to those fields within which they were originally developed.

4. The development of correct habits of reflective thinking applicable to the mastery of other subjects of study and to the solution of analogous problems in daily life.

Relative thinking may be defined as that mental operation in which present facts suggest other facts in such a way as to induce belief in the latter on the basis of the former. (14) The most noteworthy recent study in this field is that of Thorndike. This study, (15) based on results of a test in certain aspects of relational thinking.

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(14) Dewey, How we Think, P. 8.

given to several thousand tenth grade pupils, shows that the amount of growth produced by certain school subjects in the ability measured by this test varies so slightly that no definite conclusions can be drawn therefrom.

This objective was regarded as valid for the secondary course as a whole by 61% of the teachers answering the general questionnaire, and 51% of these considered that results in their own schools were satisfactory.

4. Increased ability to make formal logical analysis.

The process of classifying grammatical constructions and referring them to rules is in essence a deductive syllogism, and it furnishes a type of training analogous to that received in the study of formal logic. It is also more concrete and consequently more comprehensible by young minds. These first dealings of logical reasoning may be trusted to develop of themselves under good teaching
of Latin, but we are of the opinion that ability to make formal logical analysis is not a suitable conscious objective of the school course in Latin.

III. Cultural Objectives.

1. Development of an historical perspective and of a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology and religion of the Romans; an increased appreciation of the influence of their civilization; and a broader understanding of social and political problems of to-day.

It is generally agreed that the solution of present day problems, social, political and economic, will be aided by an intelligent knowledge of the experience of the race, and that some knowledge of the early history of our civilization is a desirable element in the training
of the intelligent American citizenship. The unique value of Roman history for this purpose is due not only to the immense direct contribution which Roman civilization has made to our modern world, but also to the fact that through Rome we have received rich inheritances from other and older civilizations. The best key to the direct and intimate understanding of the Romans and of their civilization is a first hand contact with their language and literature.

The result of the Davis-Hicks test shows an average superiority of Latin over non-Latin students who have not studied ancient history. However, the degree of attainment of the three year and two year Latin pupils as compared with the non-Latin pupils of the same general scholastic ability was found to be nearly the same in the case of those third year high school pupils who had studied ancient history.

(18) Classical Investigation, Part II, Chapter I, Section 17.
The Hicks study, based upon the Pittsburgh controlled experiment, shows that with a more discriminating emphasis upon the important historical implications of the text read a much better grasp of the historical content and background can be secured than was found to be the case in the country as a whole.

Of the 94% of teachers answering the general questionnaire who considered the objective valid 41% indicated that satisfactory results were being secured in their own schools.

2. Increased ability to understand and appreciate references and allusions to the mythology, traditions, and history of the Greeks and Romans.

The Clark study based upon the result of 4,000 tests run with Latin and non-Latin pupils at the end of the eighth, ninth, tenth, eleventh, and twelfth grades, shows that from the end of

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(17) E.E. Hicks, "Controlled Experiment in the Teaching of the Historical Content and Background of Caesar's Gallic War," a doctor's dissertation at the University of Pittsburgh.

the ninth to the end of the tenth grade the median of the Latin pupils rose less than the median of the non-Latin pupils, but from the end of the tenth to the end of the twelfth grade the median of Latin pupils rose 37% while that of the non-Latin pupils fell 8%. The test was based on an examination of the reading material found in books, magazines, and newspapers commonly read by high school pupils.

This objective was regarded as valid for the course by 84% of the teachers, 61% of whom considered that satisfactory results were being secured in their own schools.

3. The development of right attitudes toward social situations.

The development of such attitudes through the study of Latin is largely contingent upon the use and sympathetic interpretation throughout the course
Of appropriate reading material illustrating these traits.

Of the 71% of teachers who considered this objective valid 35% were of the opinion that satisfactory results were being secured in their own schools. It is clear that marked improvement is needed here.

4. The development of an appreciation of the literary qualifications in the Latin authors read, and the development of a capacity for such appreciation in the literatures of other languages.

The extent to which this objective is valid for Latin is contingent upon the extent to which pupils are able to secure a truer appreciation of the aesthetic qualities of the authors read through the original than is possible through translation.

28% of the 67% of the teachers who considered the objective as valid indicated that satisfactory results were being secured in their own schools.

5. A greater appreciation of the elements of literary technique employed in prose and verse.

This objective was regarded as valid by 42% of the teachers who answered the general questionnaire, 28% of whom considered that the results secured in their own schools were satisfactory.
6. An elementary knowledge of the simpler general principles of language structure.

The extent to which the study of Latin grammar actually contributes to a knowledge of general language structure depends upon the extent to which pupils form the habit of recognizing the identity of the grammatical principles common to Latin and English, and of recognizing these same principles when they appear in the study of other languages.

This objective was regarded as valid by 51% of the teachers, 40% of whom considered that results secured in their own schools were satisfactory.

On the basis of the evidence presented we may readily see most of the ultimate objectives examined are valid for a large proportion of the pupils who study Latin. It is evident that the relative emphasis to be placed on the different objectives regarded as valid will vary in each successive year of the school course.

For practical purposes it might be well to present a simplified list of valid objectives for the secondary
course as a whole. Importance is attached in the order given.

1. Increased ability to read and understand Latin.
2. Increased understanding of those elements in English which are related to Latin.
3. Increased ability to read, speak and write English.
4. Increased ability to learn other foreign languages.
5. Development of correct mental habits.
6. Development of an historical and cultural background.
7. Development of right attitudes toward social situations.
9. Elementary knowledge of the simpler general principles of language structure.
10. Improvement in the literary quality of the pupil's written English.

The Four Year Course.

I. Immediate Objective.

For all four years it is the same: the increased ability to read and understand Latin.

II. Ultimate Objectives:

First Year and Second Year.

I. Increased understanding of those elements in English which are related to Latin.
"3. Increased ability to read, speak and write English.

3. Development of an historical and cultural background.

4. Development of correct mental habits.

5. Development of right attitudes toward social situations.

6. Increased ability to learn other foreign languages.

7. Elementary knowledge of the simpler general principles of language structure.

Third Year.

The first six ultimate objectives are the same as those found in the first and second years. The seventh, however, is replaced in the third year by the development of literary appreciation.

Fourth Year.

1. Increased ability to read, speak and write English.

2. Development of an historical and cultural background.

3. Development of correct mental habits.


5. Development of right attitudes toward social situations.

6. Increased understanding of those elements in English which are related to Latin.
Improvement in the literary style of the pupil's written English.
CHAPTER VI.

CONTENT of the COURSE in SECONDARY LATIN.

This chapter is concerned with the problem of examining the present content of the Latin course in relation to the present attainment of the valid objectives and offering general recommendations where necessary.

In securing data bearing on this problem of content, the sources of information used were practically the same as those employed in the evaluation of objectives, namely scientific studies, including tests and measurements, and analysis of opinion of experienced teachers of Secondary Latin.

The evidence furnished by the tests and special studies and confirmed by the judgment of teachers indicate that the present content of the four year course in Latin as commonly found in the schools is too extensive in amount or too difficult in kind, or both, to provide a suitable medium for the satisfactory attainment of the objectives determined upon as valid for the course in Secondary Latin. This situation is
largely due to congestion arising from the introduction into the courses of too many formal elements, especially during the first year, too early introduction of the first classical author to be read; failure to include in the course abundant easy reading material for the purpose of developing early the pupil's ability to read Latin as Latin; prescription of too large an amount of classical Latin to be read intensively; the lack of sufficient variety in the choice of reading material; and a failure to give adequate emphasis to the attainment of the ultimate objectives.

The entire available evidence from various sources seems to be fairly conclusive, that the pupil's studying Latin in secondary schools have not succeeded in developing proper methods of attaining even the primary immediate objective in the study of Latin—the progressive development of the power to read Latin as Latin. The common tendency on the part of the pupils to follow the line of least resistance in their attack upon a Latin sentence is largely due to our failure to provide early in the course for sufficient practice with easy reading material and to
emphasize the functional rather than the formal aspect of the elements of the language.

The results of the tests to measure progress in the attainment of the ultimate objectives analyzed in the preceding chapter show in general a less degree of attainment than is secured in the case of the immediate objectives. That these results can be improved through the study of Latin and that failure to develop them is mainly or wholly due to the lack of time and attention definitely devoted to their attainment is clearly shown by the results of the controlled experiments. Entirely in harmony with the evidence is the general statement of psychologists that automatic realization of the values implicit in Latin cannot be counted on to any large extent and that time must be found for the introduction of appropriate material and the use of appropriate methods in order to secure the satisfactory attainment of any of the ultimate objectives.

If pupils are to make adequate progress in the development of the power to read Latin, the too great relative emphasis now placed upon the formal study of these elements of Latin must be replaced by practice in applying
these elements directly in the reading of fairly easy well-graded material. Time must be provided, in the early part of the course, for the introduction of specific material upon which to base the definite training of Latin pupils in applying to related fields the facts, processes, methods and habits acquired in Latin.

The conclusions drawn from results of tests as to the necessity for change is confirmed by the specific recommendations of teachers. Seventy-five percent of the teachers who answered the general questionnaire, expressed the opinion that defective organizations of the Latin course is mainly responsible for the failure to secure satisfactory results of the valid objectives, while only 19% ascribes the unsatisfactory results to the lack of a clear definition of objectives in the minds of the teachers. The teachers feel that they must resort to all kinds of devices in order to cover the prescribed amount of work. One teacher said:

"In trying to cover the required amount of Latin I am sure that in very many cases subterfuges are used that none of us exactly approve!". Others frankly admitted that they have abandoned the attempt to read intensively the required

(I) Classical Investigation, Part II, Chapter III, Section 3.
amount. The teachers worry about the necessity of covering the requirements, make the mistake of striving to cover them and soon pupil and teacher come to despair. Losing sight of the basic principle that the virtue of Secondary teaching lies, in the greatest measure, in its duration, in its slow influence upon the intellect, our Secondary Education as a whole is making the study of Latin above all else a hurried cramming of facts.

The general pressure of time now felt throughout the Secondary course in Latin, some of it due to the shortened time allotted to the class period of instruction, is further indicated by the fact that the general tendency to organize Latin clubs has been, to a considerable extent, the result of a desire to find the additional time necessary to develop those values of the study of Latin which are legitimate but which, because of insufficient amount of time cannot be given adequate attention in the regular class period.

The demand for reduction in the amount of classical Latin to be read in order to relieve the present congestion due to the lack of time, has met with official sanction in the announcements of many Colleges. The New York Syllabus for Ancient Languages (1919) provides for substitution of Ritchie's Argonauts for an equal amount of Caesar. The Maryland State Syllabus for Latin (1921), provides for sight reading to replace the intensive study of one book of

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1. Kelsey F.W. Latin and Greek in American Education. 46.
Caesar, two of Cicero, and two of the Aeneid. The Latin Syllabus for the High Schools of Chicago (1922) reduced the amount of reading each year approximately one-fifth.

This method of procedure gives the teacher freedom of choice in selecting the subjects. However, this freedom has not been apparently exercised because, according to the teachers, it is limited by College Entrance Requirements, or by a teacher's familiarity with standard courses.

The regulations of the College Entrance Examination Board with reference to the amount and range of reading required are:

1. The Latin reading, without regard to the prescription of particular authors and works, shall not be less in amount than Caesar, "Gallic War" I-IV; Cicero, the "Orations against Catiline" for the Manilian Law, and for Archias; Vergil, Aeneid I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors:
   Caesar ("Gallic War and Civil War") and Nepos ("Lives"); Cicero's ("Orations, Letters and the De Senectute"), and Sallust ("Catiline and the Jugurthine War"); Vergil ("Bucolics, Georgics and the Aeneid") and Ovid ("Metamorphoses, Fasti and Tristia").
It is evident that the failure of teachers to use the freedom theoretically permitted is due to the amount and kind of intensive reading required in the present standard course. They believe that they are more certain to get over the amount of ground if they confine themselves to the present standard and hence they play safe and read only the authors and selections defined. The teachers realize that the simplest and surest method of meeting College Entrance Requirements is by conforming to the standard course in kind as well as in amount. The failure to state the definition of requirements in some less sharply restricted form puts an actually large premium upon inertia, inasmuch as it places upon the teacher the entire pressure of deciding just what is an equivalent in kind and amount to any part of the standard course for which he may desire to find a substitute. Teachers thus unfairly deterred from leaving the beaten path may naturally come to regard Caesar's *Gallic War* I-IV, for example, as its own most easily discovered equivalent in kind as well as in amount.

Teachers further indicate that they are handicapped in their desire to depart from the standard course by the undeniable fact that books based upon this course are on the whole better organized than those involving a deviation from it.
This startling exposition of the conditions of the course of Latin today in the High School warrants recommendations with reference to the reorganization of the four year course in secondary school Latin:

1. The formal study of the elements of language during the first year should be reduced by the postponement of many forms and principles of syntax until later in the course; the formal study of some of these forms and principles should be entirely omitted from the secondary course; and in general, the functional rather than the formal knowledge of these elements should be emphasized throughout the course.

2. The vocabulary, forms and principles of syntax to be learned in each successive year of the course should be selected in such a way as to provide conditions most favorable for developing progressive power to read and understand Latin and for attaining the ultimate objectives which teachers regard as valid for their pupils.

3. Not less than 80 pages of easy, well-graduated and attractive Latin reading material should be introduced into the course, beginning at the earliest possible
possible point and continuing at least through the third semester

4. This easy reading material should be such as to contribute both to the progressive development of power to read and understand Latin and to the attainment of the historical cultural value.

5. Practice in writing Latin should be continued throughout the first, second and third years. It may well be omitted from the works of the fourth year to allow full time for reading.

6. The amount of Classical Latin authors to be read in the standard four year course shall not be less than 35 pages of Teubner text in the second year, 60 pages in the third year, and 100 pages in the fourth year.

7. There should be enough freedom of choice in the Latin authors to be read to make it easily practicable for teachers to select reading material which, in their judgment, will provide the best medium for attaining the historical-cultural objectives which they regard as valid for the pupils.

8. Such additional material of instruction should be introduced into the course as will provide for the fuller attainment of the ultimate objectives of the study of Latin.

In view of these considerations the following general modifications should be made in College Entrance Requirements in Latin:

(3)
In terms of Teubner text (37 lines to a page) the Classical Latin in the present course is 80 pages of Caesar, 22 of Cicero, 128 of Vergil.
I. that in reading requirement emphasis be placed upon quality, and that the capacity to comprehend and to translate at sight should be the most important factor in determining a student's qualifications for continuing the study of Latin in College.

2. That the amount of intensive reading to be required of candidates for four units of entrance credit and for admission to examination for College be substantially reduced.

3. That the average range of reading within which the amount prescribed may be selected should be largely increased.

4. That in view of the practical problems involved in the setting of entrance examinations a certain amount of definitely prescribed reading should be required but the present amount should be decreased.

5. That College Entrance Requirements and Examinations should give more weight than is given at present to a knowledge of the content of the Latin read and to the historical-cultural value in the study of Latin.

6. That College Entrance Requirements and College and College Entrance Examinations should be of such a character as to encourage the persistent use of sound methods of study throughout the secondary school period.

As a concluding note we might say that in order to remedy our failure as a nation to utilize Latin as we should in our educational system it will be necessary first of all to extend the study of Latin downward so that it will be pursued by students for two or three years before the present high school age; such an extension of the Latin course would make it possible to accomplish results more nearly comparable with those obtained in the secondary schools of European countries, and so would effect a saving of time at the upper end of the course.

The second remedy, and probably the better, lies in such a readjustment of the curriculum in the schools having a loose elective system as shall bring a much larger number of students into contact with Classical studies in the earlier part of their course. Very good results are the outcome of making Latin elective in the sense of not requiring Latin for graduation from the Latin classes of the high school. W.R. Pate, Superintendent of Schools at Alliance, Nebraska, declares that this is the best procedure in the present situation. (5)

In a class where the students elect Latin

1. the discipline is a much easier problem, as the
the uninterested and therefore therestless pupils
are not in the class.
2. there is a greater sympathy and oneness between the
teacher and pupils, bringing about a higher quality
of work.
3. better results are secured from a less amount of
energy expended.
4. more ground can be covered from this procedure in a
given length of time.

It is sometimes said that our educational system is justified
by its product, and that the number of successful men among us is
sufficient evidence of its efficiency. Such generalization makes no
account of the fact that there are many other elements which enter
into the problem besides the training of the schools. Owing to the
opportunities afforded by the conditions, to a new and rich country
many men have risen to prominence and influence practically
without educational advantages, but that does not disprove the
value of education; on the other hand, it is possible for a man to
become successful not on account of his education but in spite of it.
The problem is to bring each life into vital contact with the
knowledge and subject it to the training that will best fit it for
LIVING happily and well, rendering its due service to society; in the light of both theoretical considerations and experiences, we may safely assert for Latin a much more important place in the educational process than they have in our country at the present time.

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(6) Kelsey F.W. "Latin and Greek in American Education" 53.
CHAPTER VII.

METHODS OF TEACHING SECONDARY LATIN.

The preceding chapter dealt with the problem of determining what content provides the most effectual means for developing power to read and understand Latin, and for concurrent attainment of the ultimate objectives determined upon as valid. The present chapter is concerned with the closely related problem of present day methods of teaching the Classics.

The prime objective today in teaching Latin is for the power which the Latin language and literature contain. Latin for language.

The most serious omission in teaching Latin today however, is the almost universal neglect of even the most important stylistic decorations. This is a sad condition because writers of English have assimilated many of the same stylistic decorations or features into their own work and thus through traps.

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and figures find a tangible and efficient means for comparing the style of a Latin with that of an English author.

"We may even go a step farther to the influence and part it plays in human history. We might lead the study to the extreme Latin of the Golden Age and with that as a medium, having knowledge of later Latin, the change intervening will be evident, the great interest aroused will be evident if carried out with a view to exhibiting the laws of language, philosophy and grammar.

We must realize that Latin was made for man—not man for Latin and then act accordingly. Successful results depend more on the thoroughness with which Latin is taught than on any one other factor. Knowledge of Latin by the teacher is the first and foremost requisite for the teaching of Latin. No methods, however modern or however perfect, can dispense with that. It is also very important that the teacher should constantly enlarge and enliven his knowledge by reading and study in addition to preparation for the daily lesson he is to teach.

Several studies were made relating specifically to methods which make it imperative that changes in classroom procedure must be brought about and in the methods which pupils employ in the independent preparation of their assigned lessons.


The Grise study shows that the greatest part of fourth year Latin students follow the English order in their attack upon a Latin sentence, although the majority of teachers filling out the general questionnaire express the belief that the Latin sentence should be attacked in the Latin order. Again in their efforts to solve the meaning of an unfamiliar word the method most commonly reported by these pupils is "to look it up in the vocabulary at once", while only 37% indicate that they try to work out the meaning of unfamiliar words from the context or by associating them with related Latin words or English derivatives. In the case of syntax only 4% of the students reported that the questions were usually asked in advance of the translation. The great error here is that most of the questions on syntax had for their chief purpose something other than clearing any difficulties in advance or correcting errors, or some other principle than helping the pupil to comprehend the meaning of the passage.

Less than one-half of the pupils report that they received frequent help on the advance assignment in the form of practice in sight reading. Yet the teachers answering the general questionnaire were practically unanimous in the opinion that sight translation should be a part of the work.

It is probably not too much to say that the practice of

Grise, F.C. "Content and Method in High School Latin", a Doctor's dissertation at George Peabody College for Teachers, 1924.
depending solely or largely on the translation of a passage without giving him adequate assistance or training in preparation of the advance assignment is in large measure responsible for the frequent use of illegitimate helps in the study of Latin.

The Grise study referred to above shows that the pupils in almost half of the schools included in the study reported that "a few", "many", or "all" of their classmates used translations or "ponies" in the preparation of their lessons in Caesar and Cicero and that in almost one-third of the schools, a "few" pupils used "helps" in the preparation of their lessons in Vergil.

The Dunbar study, based upon group interviews secured from teachers enrolled in teacher's courses in Latin in summer sessions of several institutions, and upon similar material obtained at meetings of Classical teachers, sheds much light upon the methods which teachers commonly follow or recommend should be followed in securing the attainment of certain disciplinary objectives. Several describe qualities such as orderly procedure, accuracy, thoroughness and reasoning were considered by these group interviews to be valuable in any scheme of life.

Regarding these methods the Pound-Helle Study based upon an analysis of 273 sets of examinations shows the extent to which these Latin teachers carry out their principles of correct


teaching for the proper attainment of the valid objectives. The results show a marked discrepancy between theory and practice, though it may fairly be questioned whether it is a valid assumption that written examinations should involve all the objectives aimed at in a course. Thus 86% of first year papers, 94% of second year papers, 97% of third year papers, and 88% of fourth year papers contained prepared passages for translation, while 11%, 42%, 48%, and 53% of the papers of the first, second, third and fourth years respectively contained passages to be translated at sight. Eighty-nine percent of the first year papers, 98% of second-year papers, 90% of the third-year papers and 69% of the fourth-year papers contained questions on formal syntax; 100% of the first year papers, 74% of second-year papers; 54% of third-year papers and 26% of fourth-year papers contained formal questions in inflections. No papers of any year contained a question which would test the pupils capacity to determine the meaning of an unfamiliar word to solve an unfamiliar syntactical construction or to read Latin as Latin.

The following tabulation gives for each of the four years the percentage of papers containing questions relating to various ultimate objectives:
<table>
<thead>
<tr>
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<th>1st 4%</th>
<th>2nd 4%</th>
<th>3rd 4%</th>
<th>4th 4%</th>
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</thead>
<tbody>
<tr>
<td>History and Institutions of the Romans</td>
<td>3%</td>
<td>52%</td>
<td>82%</td>
<td>96%</td>
</tr>
<tr>
<td>Literary qualities of Latin authors</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>94%</td>
</tr>
<tr>
<td>English derivatives</td>
<td>42%</td>
<td>27%</td>
<td>23%</td>
<td>29%</td>
</tr>
<tr>
<td>Characteristics of authors read</td>
<td>1%</td>
<td>20%</td>
<td>34%</td>
<td>25%</td>
</tr>
<tr>
<td>Effective English through adequate translation</td>
<td>1%</td>
<td>17%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Latin phrases, quotations, etc.</td>
<td>6%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Elements of literary style in English</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Technical terms in English</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
In general this study has brought out:

1. that relatively few teachers asked questions which pertain to the majority of the nineteen objectives;
2. that there was little or no consensus of opinion indicated by the votes cast regarding these objectives;
3. that there was very little relation between what objectives the teacher considered should be employed as indicated by the score cards, and what were actually used in the examination papers.

It is certain that the Pupil's estimate of the relative value of the various objectives in the study of Latin and the consequent attention which he will devote to them in the independent preparation of his lessons will depend in large measure upon the extent to which questions, designed to test his attainment of these objectives, are included in the periodic tests and final examinations. It is also certain that in so far as the attainment of the ultimate objectives involves transfer of training, the methods of teaching should be such as to create conditions most favorable for such transfer. It is clear that at the present time experimental data do not warrant final conclusions concerning the extent and definite method of transfer.
of training from Latin to other fields, although the possibilities of such transfer and its increase by the use of suitable methods is recognized by practically all psychologists. The practical recommendations which I make connected with the question of transfer are based upon indications of the tests and upon the views of psychologists as expressed in the Symposium of Disciplinary Objectives of Latin:

1. Automatic transfer is a function of the intelligence of the pupil, and comparatively few young students possess capacity for independent generalizations in a sufficient degree to justify the adoption of methods of teaching Latin which assume the occurrence of automatic transfer to a large extent.

2. For the great majority of pupils studying Latin the development of the habit of generalization and consequent transfer calls for continued practice in it by teacher and pupil. This involves:

   a. The development of the desired attitude or trait in a variety of situations connected with the teaching of Latin itself. The standards set for the preparation of the regular Latin work should involve and exemplify

(7) The Classical Investigation, Part II, Chapter III, Section 4.
the more general abilities.

b. The constant generalization of these attitudes or traits into desirable general habits or aims, putting the thing to be transferred into its most generally usable form. A great deal of the Latin that has been taught in this country, not only is certain not to be transferred in an affirmative way but narrows the student's horizon.

c. Explicit training of the pupil in applying these habits, traits and aims to situations not connected with Latin and in discovering independently new applications.

d. The development in the pupil of strong motives sufficient enough to insure a controlling desire for the transfer in general and for each type and field in particular. Much will depend upon the students' attitude because the worth of the trait must be clearly appreciated. Given an interest or attitude, the individual tends to take advantage of opportunities for further application.

3. When a particular habit, trait or aim has been generalized and has repeatedly been applied to other fields, it may be expected to become automatic. To use a "Homely" figure, we believe that the ordinary pump has to be primed to insure an ordinary good stream or rather a good
Flow of water, but do not believe that the extent of flow will be limited to the amount used in priming.

The views regarding transfer here set forth are in agreement with those set forth in the report of the Committee on Classical Languages of the Commission of the National Educational Association on the Reorganization of Secondary Education. The following are taken from that report:

"Hence the committee suggests that teachers of Latin and those responsible for the administration of the schools be on their guard against (1) expecting too much transfer, (2) expecting too little transfer, (3) expecting the transfer to be automatic. Pending more conclusive theories of the transfer of improved efficiency, the Committee recommends a careful analysis of the mental traits employed in the study of Latin to determine what mental traits it is advisable or rather desirable to transfer from that field to other fields, what traits are actually transferred, and what other traits may be so transferred."

"The Committee expresses its belief that among the mental traits involved in the study of Latin wherein transfer is most expected will be found in the following: habits of

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Inglis A.J. "Principles of Secondary Education" 462.
mental work, tendency to neglect distracting and
irrelevant elements, ideals of accuracy and precision,
and proper attitudes toward study as an intellectual
achievement.

"The Committee further holds that in proportion as
such potential values are consciously the aims of the
work in Latin and are consciously developed, in like
proportion conditions are favorable to their realization
as actual results in Latin."

Since proper transfer of training depends in great measure
upon proper methods of training it might be fitting sequence,
here, to recommend the following general principles and the
acceptance of them, for determining the correct procedure to be
followed in the teaching of Latin:

1. The methods of teaching should be such as will
develop in the pupil correct habits of study. The
methods adopted by the teacher can be effective in
developing the pupil's power to understand and read
Latin or in developing valuable habits just in so
far as they create corresponding methods of study
on the part of the pupil. Upon the development of
sound habits of study, permanent and general in their
effect, the utmost emphasis should be placed. Not
simply what the pupil does under the immediate
direction or personal supervision of the teacher,
but what he does by himself in his own study of assigned lessons is the final test which any sound method of teaching must successfully meet.

2. The methods of teaching should be such as will contribute directly or indirectly to the progressive development of power to read and understand Latin as Latin and at the same time cultivate in the pupil desirable general mental habits, increase his fund of information, stimulate his appreciation of good literature, inculcate right social attitudes and train the student such as to encourage him to apply independently facts and processes acquired in the in the study of Latin in other fields of intellectual activity. The development of these ultimate objectives should be continuous, concurrent and interdependent.

3. The methods of teaching should be such as to utilize constantly and to the fullest extent the previous experience of the pupil. It is recognized that Latin cannot stand as a subject by itself; that which is isolated has no mental adhesion. Every new addition to knowledge must be linked on to the ideas already

(9)

existing in the mind. The pupil who is introduced to a new subject always brings with him a certain stock of knowledge which bears some relation or other, however vague, to the new subject. The teacher's first duty is, therefore, to bring into the mental focus, by skilful questioning, those ideas which are serviceable for the new acquirement, and take care that with each fresh acquisition the closest connection is established both between the new ideas in themselves and between them and the knowledge previously existing. In the teaching of Latin, especially in the elementary stages, this involves a knowledge on the part of the teacher of the previous linguistic experience of his pupils in English and a careful selection of those elements which will furnish the best basis for learning the vocabulary, syntax, forms, word-order and general sentence structure of the new language to be learned.

4. The methods of teaching should be such as to enlist the interest of the pupil to the fullest extent consistent with the educational aims in view. Other things being equal the pupil will acquire more readily,
retain longer, and apply more widely those facts and
processes in which his interest is most keenly aroused. (10)
Pupils may be depended on to show a relatively greater
interest in classroom questions which are functional
rather than formal in character. If we are going to
achieve the second of our aims, the ability, we must
have first-year books that contain texts which, while
they illustrate skilfully points of grammar, constitute
a connected story, a story with a meaning. This is
an absolutely essential requisite:

1. To train the student to consider Latin
   as a vehicle for thought;
2. To enable him to read connected texts;
3. To give the teacher an opportunity for
   oral drill that is necessary to a mastery
   of forms and vocabulary;
4. To stimilate the interest of the student
   in Latin. The

The most important lesson that modern pedagogy has
revealed to us is the necessity of interesting, if we
wish to succeed in our teaching.

(10) DeSaure E.B. "Problems of First-Year Latin", The Classical
Journal XVI (March, 1921) p. 344.
PART III.

"The Present Status in Europe."

England
France
Germany

(The Present Status of Latin in the High School)
CHAPTER VIII.

THE PRESENT STATUS in EUROPE.

The war brought with it considerable discussion in England as elsewhere of the educational system and a large part of the criticism centered around the problem of secondary education. Claims were put forward by some for the classics, by others for modern languages and by others for the sciences. For a time it seemed that advantages could not be claimed for one subject without disparaging another. In 1919 the place of the classics in British education was regarded as of sufficient national importance for the inclusion of a pamphlet on the subject in the series on Reconstruction Problems issued by the Ministry of Reconstruction. The desire to strike a fair balance between the claims of different subjects appears in the pamphlet but nothing is to be taken as derogating from these claims. All these subjects are valuable and indeed indispensable elements
in education, elements which, in greater or less degree, ought to form parts of any education which goes beyond the rudimentary stage. But the object of this pamphlet was to state the no less important claims of the Greek and Latin classics, and to show the detriment which the mind of our people would suffer if ever they ceased to hold a large place in our scheme of national education. However, the most important movement for reconstruction was the "Educational Act of 1921.

The theory set forth was significant in its relations:

"We have no desire to restore the classics to their ancient predominance, to the neglect or exclusion of other subjects. The reluctance of some responsible authorities in the past to admit the claims of such subjects has done great harm, not least perhaps because it has resulted in the creation of a distinct type of school with a definitely non-classical or anti-classical bias and has estranged the sympathies of many teachers and students and of a large portion of the general public. The consequence has been that, broadly speaking, though opportunities for education beyond the elementary stages have, in the last twenty years, been liberally provided, one ideal of education has been set before the children of what is overwhelmingly the

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(2) Ibid., p. 57.
largest social class and another before the children of
other classes, with the results which have tended to em-
phsize those social divisions and antagonisms which it is
the main task of statesmanship to counteract. The problem
now is to reconcile these divergent ideals. The solution
should be, on the one hand, to see to it, that Latin is as-
signed a substantial position in the general education
of pupils in secondary schools, and on the other hand
that full opportunity is given to selected pupils to
carry out their study of that to the highest point of
which their capacity will admit. In the secondary school
the knowledge that most of the pupils must begin to earn
their living at sixteen is necessarily a dominating factor.
In such schools, accordingly, those subjects which have a
direct bearing on the subsequent occupation of the pupils
must have a special importance both in their eyes and in
the eyes of their parents. This, however, does not dis-
charge the school from the duty of educating its pupils
to be good citizens as well as efficient workers, and
therefore, of encouraging the study of the classics, so
far as they contribute to this result. Apart from the fact
that a narrowly vocational training is, in the long run, not
the best preparation for vocational success, this duty will
be the more urgent as workers of all classes command more
leisure time. But humane education will not be satisfied
with this. It is its business also to call out the best
that is in a man, not merely as a member of the community,
but as an individual, and both on the intellectual and e-
motiona l sides. It is the highest claim of the study of
the literatures of Greece and Rome that they combine these
appeals in a harmony which no modern literature can evoke
in the same comple nteses "(3)

Altho the English system of secondary schools is not
centrally organized, secondary education is being widely extend-
ed and assisted by government grants. Wherever as many as two
foreign languages are to be taught in these "grant earning" schools
Latin is usually to be one of the two. The amount of time given
to its study varies from four to five periods of forty-five minutes
each a week with preparation at home for each lesson.

In general the chief differences between the English and
American practices do not lie so much in the amount of ground
covered as in the care given to laying a sound foundation through
abundant easy reading accompanied by drill in grammer in the things
essential to the latter, and more intensive reading, translation and
composition. Secondly, there is a wider range of authors selected
for translation. Thirdly, in every case the study of Latin is

"(3) "The classics in English Education." p.113 V. M. Stationery
Office London 1921.
accompanied by a parallel study of Roman History. One important point to be emphasized is that the English pupil as a rule reaches the standards expected from an American high school graduate from one to two years younger, while in the schools which retain pupils to eighteen years, that is, those who complete a six or seven year course in Latin, the work of the last two years reaches the level of college work in this country.

The momentous change in the classical world is found in France where the Plan of 1902 for the Lycées has superseded the new Plan which went into effect in October 1923. According to the old system of education provision was made for a course of seven years divided into two cycles of four and three years respectively. The first cycle allowed a choice of two sections, one with Latin and the other emphasizing French, the Sciences and Drawing. Pupils desiring to specialize in the Classics could begin Greek in their third year. The curricula of the first cycle were intended to furnish "a sum of acquired knowledge coordinated so as to form a whole and be complete in itself". At the close of this cycle pupils could, on the basis of their record and recommendations of the faculty obtain a certificate of secondary studies.

In the second cycle students could elect one out of four sections, as follows: (1) Latin and Greek, (2) Latin and a more advanced study of modern languages, (3) Latin with a more...
complete study of the sciences, (4) Modern Languages and sciences without Latin. The duration of each course was two years, at the close of which students could present themselves for the first part of the examination of the Baccalauréat. In the last year a choice was offered between specialization in Philosophy or Mathematics followed by the second part of the examination for the Baccalauréat.

After twenty years of experiment with these varying programs of study, classical, semi-classical, and non-classical, France decided that the classics were to be required in the lycées as an essential part of liberal education. M. Léon Berard, Minister of Public Instruction, in his letter of May 3d 1923 to President Millerand states the main reason for this decision:

"Experience and not theory is what counts in this case. It is Experience that shows the defects in a plan of studies. Those disciplines which it has tested and approved are the surest, even though it be the oldest." (4)

The War directed considerable attention to the system of secondary education for boys. The education of adolescents gave rise to a large number of questions. If the schools were to play an important part in the restoration of the country, and if a new generation was to be built up to repair the ruins of the past four years, it was urged that the whole structure of

adolescent education must be revised with a view to differentiation.

Fundamentally, the problem was one of reconciling the old and the new cultures. The prevailing curriculum was merely a collection of subjects devised by specialists from their own point of view instead of a coordinated whole organized with a view to modern requirements. Even the so called practical courses, for example, in the sciences that were introduced by the reform of 1902 were bookish and academic with but little relation to present demands.

The real issue was, therefore, how to modernize the general education that was considered almost universally to be essential, how to re-define culture in modern terms, how to organize a liberal education adapted to the needs of society. As in Great Britain and Germany the question resolved itself into a consideration of the value of the classics. A classical education, it was felt by many, was necessary as the source of an ideal of humanity which was essential for the development of moral ideas and the evolution of society.

The protracted discussions on the reconstruction of secondary education were brought to a focus at the beginning of 1921. when the newly appointed minister of Public Instruction, Berard, came into office. On May 3, 1923 President Millerand issued a decree following the general lines of M Berard's proposals. The scientific, literary, professional and commercial forces of France with some very notable exceptions, supported the plan
and whatever opposition was shown to it in the chamber of Deputies seemed in general to be political rather than educational.

The new French plan has the extraordinary merit of selecting subjects of widely recognized educational importance and of organizing them clearly consistently and effectively in one system. Nothing is left at loose ends. Everything is based on the conception of the rational relation of the studies, and their adaptability, severely and collectively, to the development of young students seeking a distinctively academic education. The mother tongue, the two classical languages, modern languages, mathematics, elementary sciences, physics and chemistry with history and geography, constitute the impressive program required of all, while in the latter stage equal choice is given between the classical and the modern sides. Latin and Greek then are required as a part of the first four years of the course at the end of which pupils will have attained a sufficient maturity to make a choice between classical and modern courses. All pupils follow the same courses in sciences. In order to secure the attainments of a prescribed minimum of classical studies all who intend to present themselves for Baccalaureat must pass an examination in Latin and Greek leading to the elementary classical certificate. On this basis of a common culture it is possible to grant at the close of the secondary school a Baccalaureat, with a single sanction regardless of the
specialization in the latter part of the course.

The new programs for carrying the decree into effect were issued in December 1923, and were supplemented by further orders issued in March 1924. By these orders special courses in the classical languages were established to facilitate the transfer of pupils from higher elementary and technical schools and to enable them to catch up with those pupils which entered the secondary schools at the beginning of the course. An order issued in the same month now makes it possible for girls to pursue the same classical course as boys but with some modifications in the time schedule to permit the inclusion of household arts subjects; at the same time the old non-classical course established more than forty years ago is retained for those girls who do not intend to proceed to the Baccalauréat. Moreover, it is to be noted that while provision is made for these types of seven academic schools and the four year, advance primary schools, full provision is made for technical schools.

In Germany the situation is not so clear; two conflicting tendencies, with many inner variations, are at work. One is the intensely nationalistic spirit, which, consciously or unconsciously following the educational leading of the former Kaiser Wilhelm II, would make the German language literature and history the one centre of organization for secondary school studies and would

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(5) Handel I. L. "The Reform of Secondary Education in France."

(6) Ibid
minimize or abolish the classics, some even going so far as to favor exclusion of the modern foreign languages also. The other is the more cosmopolitan spirit, not untouched by just pride in Germany's memorable achievements in classical education and scholarship which seeks to combine German and classical culture.

By the beginning of the present century the study of the classics had undergone a profound change. The emphasis on grammatical and linguistic training was replaced by a new emphasis on the spiritual and cultural values of antiquity and their meaning in the historical development of European civilization. The classics and their meaning for modern times replaced, though not wholly, their early appeal as a form, perhaps the best form, of mental discipline. At the same time this was accompanied by a conscious attempt to place the German language and literature and modern studies in the foreground. Over and above this the peculiar function of the classical Gymnasium was conceived to be the training of a select few who could understand the sources and historical developments of modern civilization. For these, the classics taught, in a human spirit, were to waken the intellectual interests primarily, and only secondarily to discipline the mind. Nevertheless, it was argued that the privileges enjoyed by the Gymnasium attracted too many students who were both by ability and interests incapable of profiting from a classical

curriculum and that this deadweight of incompetence checked its proper development. Another result of the privileged Gymnasium was that the smaller towns that could afford to maintain only one school invariably selected the Classical Type. A weakness common to the three types of German Schools, the Gymnasium, the Realgymnasium and the Realschule, was that the choice of a scholastic career had to be made for pupils at the age of nine or ten which was too early an age for the determination of such a vital step. The choice involved other dangers because of the increasing difficulties of transferring misfits from one school type to another. Finally there were many who believed that satisfactory progress could be obtained by beginning with a modern foreign language, and on the basis of this study introducing the ancient languages later.

A movement in this direction was begun in Altona in 1871, and officially sanctioned in 1878. It involved the establishment of a common foundation for the Realgymnasium with Latin and the Realschule without Latin; French was taught during the first three years and Latin was not introduced into the Realgymnasium until the fourth year. In 1892 the innovation in Altona was applied to a Gymnasium as well as other secondary schools in Frankfort-on-Main. The success of Dr. Karl Reinherdt in this city attracted greater attention to the Frankfort than to the Altona Reform Schule, so that, by 1913 to 1914, 142 schools of this type had been organized in Prussia and 34 in the rest of Germany. In Frankfort the first three years of the course are devoted to French. Latin is begun
in the fourth year and Greek in the sixth. Latin receives a total of 52 hours against 68 in the regular course.

The principles of the reform plan are obvious. It is accepted as pedagogically more sound to begin with an easier foreign language like French. On the basis of three years of contact with the structure and ideas of a foreign language, as well as an excellent foundation in the grammar of the Mother tongue, the study of the ancient languages is begun when the pupils are more fully developed and able to work more intensively. Instead of disbursing attention over a large number of subjects effort is concentrated on a few subjectes in turn. The experiment is of great interest from a number of points of view, but chiefly because the standard of graduation from the Reformgymnasium continues to be practically the same as for graduation from an ordination gymnasium. The program of reading does not differ radically from that of the official regulations. The gain appears to be due partly to the maturity of the pupils and partly to the more extensive work in grammar, closely associated with the study of a short reading book.

The present educational situation in Germany would, indeed, support the view that the reform type of school organization successfully maintained for thirty years will be more generally introduced in the future.

The only fairly safe statement as to the secondary education in Germany is that education is still and may be for
many years in a period of transition. All the evidence that is available at present seems to point to the ultimate adoption of a compromise in which the Frankfort plan will serve as a model. The secondary school system will be more flexible and more accessible than before the war and with more opportunities for transfer from one course to another; the cosmopolitan school, excluding vocational and technical courses will be the common type, within which the classical studies will be retained; and though begun later than has been the German tradition will be no less efficient as a result of the many reform proposals emanating from within the classical group itself.
CHAPTER IX.

HOW to REMEDY the PRESENT STATUS.

In the foregoing pages I have endeavored to discuss the leading problems of Secondary Latin Education as they now present themselves, speaking plainly on those points which have seemed questionable or otherwise. I have introduced objections which are not merely reactionary, nor do they proceed alone from the prejudiced or the ill-informed. They represent, in many instances, the deliberate conviction of serious students of the problems of education, convictions which it is idle and wrong to ignore. I have examined the content of the course and the methods of teaching Latin in the High School. I have evaluated the ultimate valid objectives as set forth by the Classical League of America and decided upon by the Latin teachers of the Country as valid. On this point, however, I must confess that I am far from satisfied. Although only a student, myself, I can not in justice claim that the aims decided upon are sufficiently adequate to claim a position of imperative recognition in the curriculum of the school. The instrumental values are found in no one subject but are derived from all subjects in proportion to
the specific interest and ability of the individual concerned.
The disciplinary values are not sufficiently important to require
the teaching of a subject on this basis alone. The cultural values
are in reality the fundamental claim of the classics.

According to the platform for Secondary Education organized
in complete form in the Bulletin of the Bureau of Education, 1918,
No. 35, all education to be of worth must necessarily be built on
the principles of health, command of fundamental processes, effective
home membership, vocation, civic education, worthy use of leisure
and ethical character. The importance of the subject depends
on its inclusion of all or some of these needs. The seven
cardinals stand on an equal basis—all are to be accomplished
for every end. Leisure is just as important as the command of
fundamental processes. These principles, properly organized, in
the individual become real character.

The Classical Investigation However, in its evaluation of
objectives made no reference to these seven major aims as such,
even though they had become well known in educational circles in
1918. Thus it would seem that Latin is holding its place in
the list of school studies under false pretenses claiming as its
aims the seventeen or eighteen maintained by the classicists of
the old traditional school. But how long can it hold its position?

To-day with the displacement of the traditional by the functional
viewpoint, with the importance placed on the child rather than on
the subject to be taught, with the introduction of the objective
standard into education, it becomes urgent to be wary in the
distribution of unique privileges on subjects not meeting the new requirements.

Latin as such, understand me rightly, is, without a doubt, a very worth while study and should be preferred to any other foreign language but it is a study that is to be enjoyed by the few and should by no means be inflicted on all. Why? Because for the majority of the students of to-day the old civilizations are dead and in so far as the pupil is concerned they can remain dead if Latin has to be mastered to reach them. Another factor to be considered is this, that the cost of teaching the subject to all would be in excess of the proportionate value obtained.

"(1) Today education in a democracy both within and without the school should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place in life and use that place to shape both himself and society toward ever nobler ends."

Does the Latin Curriculum measure up to the standards set forth by this definition? Not in its entirety as it should essentially; but to a degree I would say yes. Just how far?

Let us examine the study according to the rock bottom principles of the theory and find out the true measure of its importance in the curriculum of our Secondary School.

We shall readily concede that in so far as the problems

of health, effective home membership, civic education and ethical training are concerned Latin is of no predominant necessity, although the lessons taught in the classics certainly bring home many of the civic and moral ideals so much needed in our present atmosphere of divorce and juvenile delinquency. The remaining three objectives have a direct relation to the pursuit of Latin. Take the problem of the command of fundamental processes. Here Latin effectively aids in the study of English if only because of the outstanding fact, already stated, that Latin furnishes us with fifty percent of our English vocabulary. Thus correct correlation courses in Latin would help immeasurably in a better understanding of the English Language.

Then comes the question of vocation. Latin is naturally of importance to the one who wishes to study for research in the classical field, and also for the one who desires to teach it. But how to know whether one has the desire or not for the study? There should be sufficiently well equipped courses to enable the students so desiring, or possibly not desiring but with the ability to make a survey of the worlds work to the end that he may select his vocation wisely.

The question of leisure must now be attended to. Because of the treasure house of riches unearthed by the study of Latin, because of the romantic insight into the ancient civilizations, cults, cultures, literature and life—the study of the classics is desirable. Then there is the indirect value that may be applied in the reading of our English and American poets and authors.
in interpreting the mythological references and the ancient allusions. The classics will give the student something to think about and talk about always. Take this quotation of a business man as an illustration:

(2) "The great and legitimate aim of a business man is to make money. ......... But when a man has reached the goal of his desire when he has made his pile and wants to enjoy it, then comes the time for the making of the real and only balance sheet. Then he must ask himself: 'What are my resources, now that I have everything that money can buy? What are my spiritual and intellectual assets? How can I best spend what is left of my possessions, of what is left to me in life?' Lucky is the man whose early training fits him for something more than the golf course or the tennis court, or for something better than the gaming table, when his days of business activity are over. He can taste the gentler pleasures that await him in his study. His Sophocles or his Homer or his Catullus will make this winter of his life seem like early spring when the greatest struggle he knew was with the elusive rules of grammar and syntax."

Thus evaluated according to the reorganized standards of education we see that the only possible and plausible move to make in retaining Latin in the high school is to make the study entirely elective. Eliminate it from the list of College Requirements so that any student who wishes to go to college but who does not care for Latin may be admitted. In place of a subject being forced upon him with resultant negative effects, let him utilize that period by pursuing that study which will best
guide him toward the desire of his heart. Those, then, who will choose Latin will do so because they want to and will thus obtain the fullest meat of its output. However, to gain the greatest profit the methods of teaching the subject and the courses of study, together with the staid, narrow ideas of the teachers must be reformed.

Many signs of progress can already be discerned along the line of pedagogical methods. Textbooks are greatly superior to those of a generation ago, in plan, illustrative material, linguistic accuracy and attractiveness. Archaeology is becoming more and more the handmaid of language in relation to Rome especially. The lantern has become an instrument of great power to vivify the people, places and things with which the classical texts deal, and its use can be infinitely extended. The curriculum is being widely reorganized to include many courses in ancient politics, law, private life, religion, art and other subjects appealing to present day thinkers. An hour in a Latin classroom does not mean a grammatical quiz as much as it used to, sometimes, possibly not so much as it should, for extremes are ever the failings of frail human nature. More emphasis is being placed on the "ability" to read the language and to master it for the general purposes of pleasure and profit. These tendencies will be wisely followed by the teachers in the future.

Many a comparison can be instituted between ancient and modern life to make more vivid the ancient history and to teach the lesson of the meaning of modern trends. Most instructive
is the comparison of movements in Roman days, political, social or religious, with the similar movements in our own day. Put Sicily and Hawaii side by side, if you would keep a class on the "qui vive". A much wider human interest is thus gained by broadening the scope of the material handled. The classical teacher must show how classic literature and classic life are interwoven with these same human interests when the inquiring student wants to know what good the classics are anyway. We must trace architecture back to the Parthenon, sculpture back to Phidias, law back to the Twelve Tables, political liberty back to the simpler days of the early Roman Republic, Philosophy back to Plato, religious instruction and institutions back to pagan rites beside the Tiber. Yes, he must trace them all if he does not wish to lose the opportunity to satisfy that craving enthusiasm for the "reasons for things" which bubbles in the youthful heart.

The next essential factor in this question of reforming the classics is that there should be an important change in the attitude of the teacher. The total teaching art to be effective must take into consideration correct teaching methods and techniques. Let the teacher take note that we are living in an age of progress and that even though Latin itself does not change, civilization and more important still, child needs and problems are changing as a result in the variance in environment, thereby changing imperatively the teaching processes. The instructor should

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Harrington, K.P. "Live Issues in Classical Study" 36.
demand that more time and patience should be allotted to the early stages of classical study. To obtain definite results, vocationally and socially, time must be given to grasp the fundamentals and interest must be aroused to maintain the knowledge attained.

An inspired teacher can do much toward making his pupils oblivious of hard benches, dusty maps, dead sounds. The purpose of pupils will be to conform to the mood of their guide and lose themselves in the appreciation of the wonderful culture that centered on the banks of the Tiber.

Therefore as far as I can ascertain, the only remedy possible for the present status of Latin is to look upon the study from the viewpoint of the seven main objectives in education thus adopting the functional aspect of interest and purposefulness. Free it from the bonds of College Requirements. But in making the subject elective entirely we must also make it interesting so that students may see its value and partake of the intellectual maturity which knows and enjoys and cultivates all, in times new or old, that makes the real life of the soul worth living.
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